

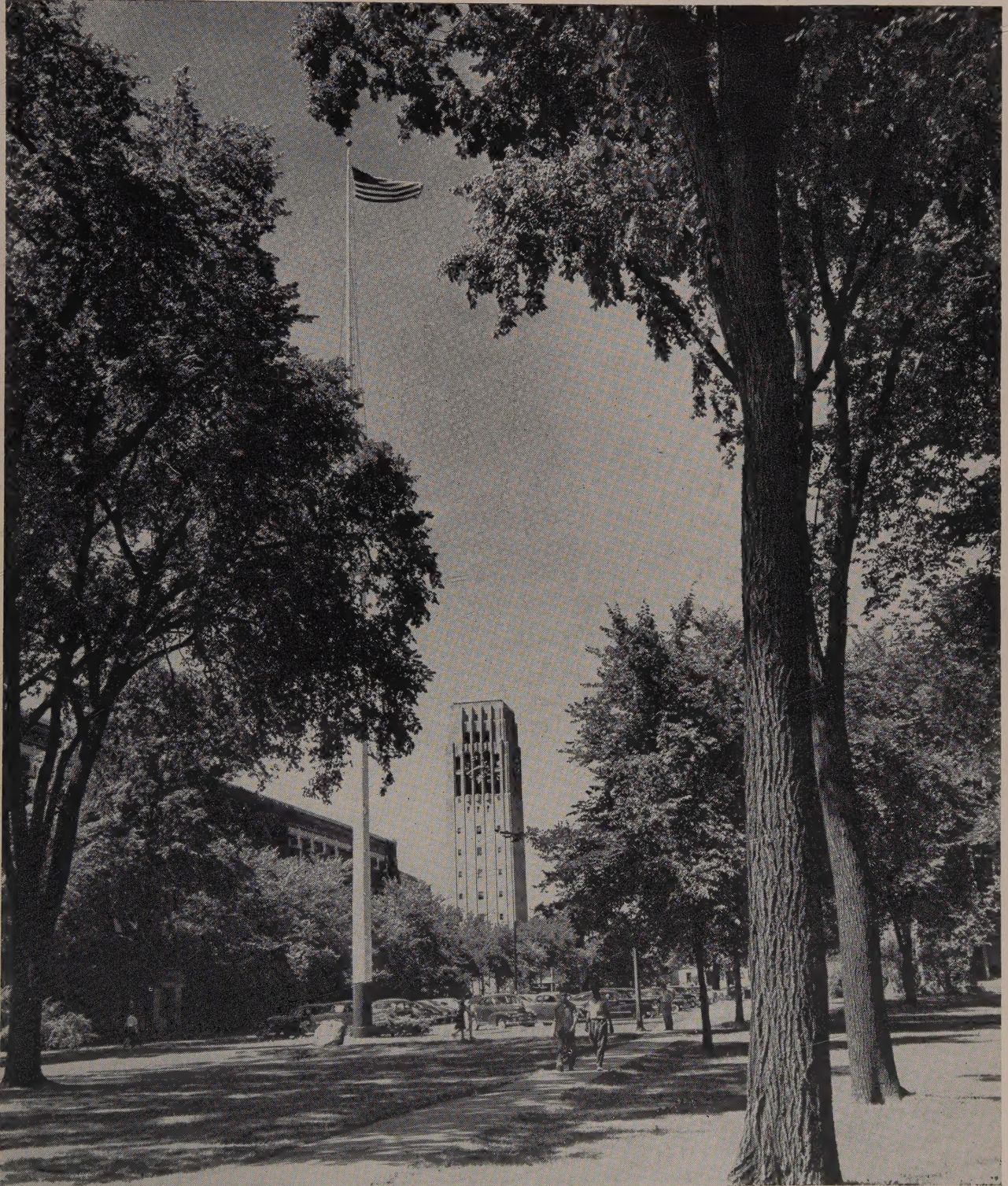
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# SPEECH ACTIVITIES

Vol. VI

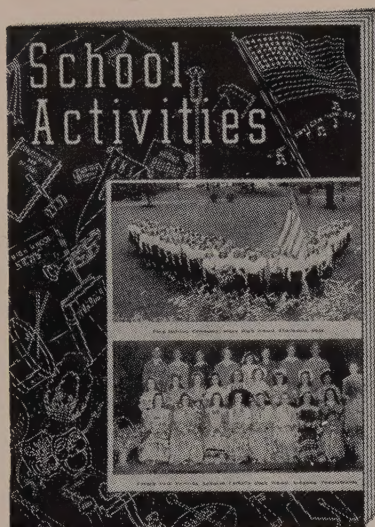
AUTUMN, 1950

No. 3



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# CONTENTS

	Page
<b>ARTICLES</b>	
What Becomes of Debaters?	
Gordon Dean of the Atomic Energy Commission is a Good Example .....	99
Another Example is Richard Nixon, Candidate for the U. S. Senate.....	101
Concerning That Negative Burden of Proof, Malcolm Sillars, Iowa State College.....	103
<b>FEATURES</b>	
Presenting the University of Michigan Department of Speech, Edd Miller and Raymond Nadeau.....	119
Michigan High School Forensic Association, Lawrence W. Grosser .....	128
National Forensic League Winners.....	129
Ohio State Winners .....	133
California Winners .....	128
<b>DEPARTMENTS</b>	
American Forensic Association, Hugo E. Hellman.....	137
Book Reviews .....	139
College Handbook on the Debate Question, E. R. Nichols.....	114
College Oratory — Oration on James Madison, Walter C. McSherry .....	124, 125
Discussion Department — Wayne N. Thompson.....	117
Editorial Comment .....	127
Extemporaneous Speaking, B. W. Hope, Marshall College.....	125
High School Handbook — The Welfare State, Paul A. Carmack, Ohio State .....	115
News Notes and Personals .....	143
Outstanding Student — Walter C. McSherry, U. S. Military Academy .....	113
Radio and Television — Forensics and Television, Hale Aarnes, Stephens College .....	134
Remarks for the Good of the Order.....	136
Specimen Debate — The Welfare State, Ohio State and the Scottish Team .....	105
Speech Personalities: E. C. Buehler of Delta Sigma Rho and University of Kansas .....	131
A. Craig Baird Honored.....	132



# SPEECH ACTIVITIES

Formerly Debater's Magazine

AUTUMN, 1950

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THE NICHOLS PUBLISHING HOUSE  
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VOLUME VI

No. 3

## What Becomes of Debaters?

**Gordon Dean, Chairman of the Atomic Energy Commission  
is a Good Example.**

WHEN Gordon Dean was a student at the University of Redlands, says Frank Carey, who wrote him up after his appointment to the Chairmanship of the Atomic Energy Commission, he ran the 220 yard hurdles on the track team.

To this Mr. Carey attributes Gordon Dean's sense of teamwork and its value on the Atomic Commission. Mr. Carey overlooked the main contribution Gordon Dean made to college activities. During his senior year, following three years of the usual Joe College career, Dean joined the debate squad and settled down to work. He became one of the mainstays of the squad—one of its keenest strategists, clearest thinkers, and cleverest operators. His one weak spot — ease of delivery — or smooth speaking—came to him later when he began to practice law and appear in court.

Probably no activity that Dean followed in college did more for him than college debate. As a graduating senior he brought his younger brother, Marvin, to college and entered him in debate class, with an earnest admonition to stay there for four years and go to the top. This, young Marvin did, winning the championship in debate of the National Pi Kappa Delta tournament at Tulsa, Oklahoma in 1932 with his colleague, Mason Frost. The Dean boys kept up the tradition by urging their youngest brother, Douglas into debate also.

Gordon Dean fulfilled the well-known old adage that top debaters

make excellent lawyers. In debate they gain a firm sense of the values of evidence, the power of well organized and strategically placed argument, and a keen sense of the value of putting their briefs and plans over by effective delivery. Where Dean lacked in delivery as a debater in college, he made up with energy and earnestness. His delivery, at first awkward and ungainly, gradually shaped into a skilful and effective persuasive style which made him a successful attorney in court. In debate he learned the value of smooth team work and the disaster ahead for a team that failed to stick together in its attacks and defense.

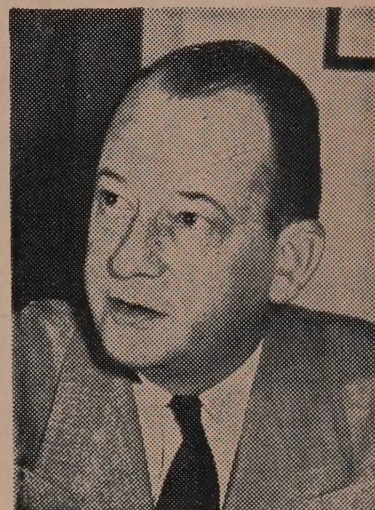
"If I can attribute anything, he says, "it will be in trying to keep the commission working as a smooth-working team, as it now is."

It is our contention that he learned far more about team work as a debater than he did running the 220 hurdles, for this is largely an individual job, as college people will readily understand. Dean had the sense of loyalty and cooperation which made him a valuable man on the track squad but he was much more outstanding as a debater.

Mr. Carey's write-up of Dean is an excellent summary of the man thus far in his career. The following paragraphs are taken from his article about the new Chairman of the Atomic Commission.

### Lawyer by Profession

A lawyer by profession, the 44-year-old Dean's knowledge of the



Gordon Dean

scientific phases of the atomic energy enterprise is entirely the result of self-teaching—"and I'll never be a nuclear physicist," he grinned.

But he brings to his job a varied experience in both public and private life.

As a department of justice lawyer he helped frame some of the federal crime laws of the '30s, specifically the firearms law.

As a friend and one-time law partner of Senator Brien McMahon, Connecticut Democrat, chairman of the congressional committee on atomic energy, he long ago chewed over proposed atomic energy legislation with McMahon.

While with the justice department he successfully argued or helped present the government's side in some historic cases—including the trial of Paul D. Peacher of Earle, Ark., on the first charge of slavery raised in the United States since the Civil war.

Thus, he has the background to



state the A.E.C.'s case in many matters involving the atomic energy law. He maintains the present law has "worked amazingly well" as a "chart in an uncharted sea" but that changes will have to come. He says the needed changes "are not so vital that they will hold us back," however.

As an executive assistant to two attorneys general of the United States—Homer Cummings and Robert Jackson—he has had administrative experience.

When Jackson was appointed chief U. S. counsel for the prosecution of war criminals, he picked Dean to handle public relations at the Nuremberg trials. It was Dean's job to aid some 350 newspaper correspondents—and there's no record of any major squawks from the newsmen.

During high school and college days Dean worked for newspapers in Pasadena, California, and he edited his college newspaper.

As a naval intelligence officer during the last war, he served with the fleet. He has taught law at both Duke Univ. and the Univ. of Southern California. He liked teaching and says there's much to be said for the academic way of life "although it's a bit too quiet for me."

He's also worked with laboring men. One summer, during college days, he worked on a cattle ranch. For three years, until recently, he owned a good-sized citrus ranch near Vista, California, where he worked with the men, juggling 100-pound bags of fertilizer and 60-pound crates of lemons.

Dean golfs in the low nineties but says he's played only about twice since teeing off on the problems of atomic energy. He's an expert with a rifle but hasn't had much time for that, either.

Dean says it takes about nine months for a new commissioner to get firmly established. He had a bit of a head start himself because from the time the commission was established in 1946 he was on the mailing list for reports and other information. He didn't have any idea that he might some day be working with the commission. He was just interested.

Even now he takes a briefcase full of non-secret material home at night.

Dean learned early the value of preparation for any undertaking.

"When we were kids in Seattle," he recalled, "my father insisted that we have our napkins up and be ready to eat just as soon as grace was said. If we weren't ready, we had to run around the house twice before we'd be allowed to come to the table again."

While Dean is by no means a habitual wise-cracker, A.E.C. staff associates say that sometimes his ability to "throw in a good crack" has cleared the atmosphere in tense moments.

Once, during a news conference, there was a discussion of a directive that the A.E.C. had sent to all its employees cautioning them to keep mum about the hydrogen bomb.

Another commissioner had said that the initial directive had told the employees in effect to "keep their traps shut" but that a second directive was toned down.

"The second one," grinned Dean, "told them to please keep their traps shut!"

#### Met at U. of R.

Dean married Adelaide Williamson, a native of Newton, Kan., whom he met at the University of Redlands. They have two children — Martha, 17, and Frank, 11.

He says he tries not to talk too much about atomic energy at home—in fact, he can't talk about the secret phases anyway—but "I try to keep the kids from getting the jitters about this world by telling them not to believe everything they hear."

A.E.C. staff members say Dean writes all his own speeches. He's likely to quote at times from Walt Whitman, Trotsky, Voltaire or Stevenson, but the speeches are unencumbered by academic or legalistic language.

Mr. Harlan Trott, writing in the Christian Science Monitor, says of Mr. Dean:

Mr. Dean has much in common with his predecessor, David E. Lilienthal. Both are lawyers by profession. And both possess the same fortuitous instinct for non-self preservation that qualifies a man for public service.

Workers in the Justice Department remember Mr. Dean as being "on the retiring side" but with an unobtrusive warmth. A lawyer in the Anti-Trust Division remarks that "everybody liked him," and that he was "quite unassuming."

#### Won't Duck a Fair Fight

They say, too, that he won't duck

a fair fight where the public interest is at stake.

In autumn, 1939, a criminal indictment was returned in the district court against four representatives of the local union and the Washington representative of the international.

The indictment charged conspiracy to restrain trade and commerce in building construction in Washington by compelling companies operating cement mixer trucks "by means of strikes, boycotts and violence to employ as drivers and operators only members of the defendant union."

In the department, veteran lawyers said young Dean was taking on powerful opposition. Everybody knew the teamsters had a good friend in the White House.

It was about this time, in fact, that boss Dan Tobin of the Teamsters Union was enjoying the spotlight beside President Roosevelt at the Statler Hotel banquet that evoked a speech mentioning a little Scotch terrier named Fala.

The trial began in April, 1940. A fortnight later it was over, with the judge ordering a verdict of not guilty to all defendants. Gordon Dean had lost his case, but older lawyers in the Anti-Trust Division were remarking around the lunch table about his world of courage.

At 31, Mr. Dean was chief of the appellate section, preparing and arguing criminal cases before the United States Supreme Court. He had a name in the department as an excellent lawyer. He was interested in the mechanics of federal law enforcement. His understanding in dealing with the public attracted top attention.

In fact, Mr. Dean did such an able job in the backstage management of of the First National Crime Conference that the Attorney General, Homer S. Cummings, soon afterward sent word to "bring that young man upstairs!"

#### Discerning Approach

Mr. Cummings is credited with having discovered Mr. Dean's special talents in the field of public relations.

And Mr. Dean, in turn, is credited with having played a major part in enlisting public opinion in the government's fight against crime.

Gordon Dean's discerning approach to the problems of effective federal law enforcement stemmed from an awareness that it is not



enough for the public to want it. They must demand it. Mr. Dean steered the department in mapping out an approach to the public attitude toward law enforcement, hoping to develop a tradition of public respect such as the British manifest for their police.

### No Preacher

But Gordon Dean was no preacher. Associates say he inspired others by his quiet faith in men. He trusted people who were fortified with facts.

"Mr. Dean is the steadiest, most objective, but one of the most human people I know," a former worker in the department declares.

A woman in the criminal division, a veteran worker in the research section remembers returning to Mr. Dean after a fruitless hunt in the archives one day, and the kindly, earnest way the lawyer replied, "no honest effort is ever lost."

In the three years that he served as special executive assistant to Attorney General Cummings and later Attorney General Robert H. Jackson, he devoted hours of his "spare time" to lecture courses at American Uni-

versity on "the American Legal System."

### Year Spent Abroad

It wasn't until his first farewell to government service in 1940 that the two little Deans, Martha and Franklin, began to see much of their dad. That was the year he started in private law practice in Washington. All the while, however, he was keeping one foot in the door of government service by his work on the special advisory committee set up by the Supreme Court to draft rules of criminal procedure for the United States district courts.

Mr. Dean waited for patriotic hysteria over Pearl Harbor to subside, then closed up his law office and joined the navy. Franklin was still a baby when his dad tried on his navy uniform. They made him a lieutenant in the intelligence branch. Lieutenant Dean stood it as long as he could, then managed to swap his desk for a ship in the shooting navy.

Beginning in May, 1945, he spent the next year in London, Berlin and Nuremberg as assistant to Mr. Justice Jackson, United States chief of counsel for the prosecution of the

major Nazi war criminals. Mr. Dean was in charge of all public relations at the Nuremberg trials.

### Estward Ho Again

After the Nuremberg assignment, Mr. Dean made a bee line for California, hoping to live the double life of a citrus farmer and law professor. Besides being professor of law at the Univ. of So. California, and owner and operator of the 80-acre Dean Ranch at Vista, Calif., Mr. Dean resumed his private law practice.

By all outward signs Mr. Dean was contented to play the roles of teacher, lawyer, and rancher of Vista. But you never can tell about a confirmed "comer."

In the summer of 1949 a furniture van covered with alkali dust rumbled into Chevy Chase and slowed down before a vacant house in East West Highway. The Deans were back, bed and baggage.

This only confirmed the White House announcement in May, 1949, that Gordon Dean, a law professor on leave from the University of Southern California, had been made a member of the Atomic Energy Commission.

## Another Excellent Example Is Richard Nixon

By Egbert Ray Nichols, Jr.

**R**ICHARD M. NIXON, California's Republican candidate for the United States Senate, is another former intercollegiate debater who has risen to a position of national importance. As a member of Congress from California's Twelfth District during the past four years, Nixon is notable for his persistent investigation of the Hiss-Chambers perjury case. When the Justice Department was on the verge of dropping the case because of insufficient evidence to prove perjury, it was Nixon, a member of the House Un-American Activities Committee, who scented the trail to the "pumpkin papers" and produced under subpoena the rolls of microfilm covering scores of State Department classified documents. It was this find which brought the indictment and conviction of Alger Hiss.

When he became chairman of the Legislative Subcommittee of the House Un-American Activities group, Nixon demonstrated the soundness of his approach to the

delicate and unpopular job of investigating his fellow citizens. He took a firm stand for the rights of individuals who came under the committee's scrutiny. His method of attack shunned the half-truth, the insinuation, the name calling, which has characterized much of this type of investigation. Instead, Nixon, following the precepts of superior debate training, searched for evidence, dug through the files available to the committee, located and interrogated witnesses, used the subpoena to obtain evidence pertinent to his case. This method paid off, for Nixon escaped most of the adverse criticism heaped upon the House committee by the press and public opinion.

Nixon, the speaker, is much like Nixon, the investigator. There is nothing flamboyant, emotional, or sensational about his approach to an audience. He speaks quietly, firmly, and with a conclusiveness which appears to leave little to be said after he has finished. His method is that of setting forth the problem, presenting the pertinent facts,

and then drawing the inevitable conclusion. This is well illustrated by Nixon's speech on the floor of the



CONGRESSMAN RICHARD NIXON



House of Representatives on January 26, 1950, entitled "The Hiss Case, A Lesson for the American People." At the conclusion of his presentation of the facts in the Hiss case, Nixon makes this statement:

In relating the facts of this case, it has not been my purpose to attempt to convince you that the verdict against Mr. Hiss was justified. There has been too much of a tendency to look upon this case as simply a dramatic conflict between two striking and powerful personalities, Mr. Hiss on the one side and Mr. Chambers on the other.

Whether Mr. Hiss was to be found guilty of the technical crime of perjury with which he was charged was not primarily important as far as the security of the Nation is concerned. What is important is that we not allow the conflict between these two men to obscure the broader implications of the case. This is not a simple case of petty larceny where a common thief sold stolen documents to the highest bidder. This is a case involving far-reaching implications going to the very security of our country, and it is essential that each and every American citizen recognize those implications for what they are.

In the first place, the conspiracy which existed was amazingly effective . . . Chambers testified that on at least seventy different occasions the members of his espionage ring had obtained a similar amount of documents for transmittal to Soviet agents . . .

The second point we should not forget is that a great number of people other than Mr. Hiss were named by Chambers as being members of his espionage ring. A run-down of the various positions held by the members of the ring indicates the effectiveness with which the conspiracy was able to infiltrate into vital positions, both in Government and in industry. Mr. Chambers' contacts included: Four in the State Department; two in the Treasury Department; two in the Bureau of Standards; one in the Aberdeen Arsenal; a man who later became General Counsel of the C. I. O.; one in the Piccotiny Arsenal; two in Electric Boat Co.; one in the Remington Rand Co.; and one in the Illinois Steel Co.

It is significant that the individ-

uals named, almost without exception, held positions of influence where they had access to confidential and secret information. The tragedy of the case is that the great majority of them were American citizens, were graduates of the best colleges and universities in this country, and had yet willingly become members of an organization dedicated to the overthrow of this Government.

Representative Nixon concluded his speech by outlining the measures he believes should be adopted to prevent the operation in the future of an espionage ring within the government.

Nixon's training in debate under Professor Knox at Whittier College, California, contributed heavily to his entrance into public affairs in 1946. Lieutenant Commander Nixon was awaiting separation from the Naval service in Baltimore when he was approached by a representative of the Citizens Committee of the Twelfth California District. This group was composed of civic leaders from such towns of the San Gabriel Valley as Whittier (Nixon's home town), Pomona, South Pasadena, El Monte, and San Marino. After interviewing several applicants, the group determined upon Nixon as its candidate for Congress in the primary election of 1946. After winning the Republican nomination handily, Nixon faced the incumbent, Democratic candidate Jerry Voorhis. Both candidates had cross-filed, as is the custom in California. Thus each was seeking both the Democratic and the Republican nominations. Voorhis stood 7,000 votes ahead of Nixon as the campaign for the November election began. At this juncture both candidates agreed to meet the public in a series of four debates. These were to be conducted at Whittier, Claremont, San Gabriel, and South Pasadena during September and October.

The committee had some qualms about its candidate as it visualized him—the unknown, the untried—sparring on the platform with the veteran Congressman, Jerry Voorhis. As the Citizens group saw its candidate, he was a likeable, sincere young man, junior partner in the law firm of Bewley, Knoop, and Nixon, a veteran who had served in the South Pacific, a graduate of Duke University Law School, Whittier Col-

lege, and Whittier High School. Politically, Nixon was a neophyte. Significantly, he was unknown even through the district from which he was to be elected. But despite his inexperience, Nixon had the audacity to challenge a formidable antagonist.

After the first debate, the Citizens Committee had no further fears as to Nixon's ability to take care of himself on the platform. He had levelled a broadside at Voorhis in his question: "Was he (Voorhis) endorsed by the PAC?" To this question Nixon had received a categorical "no" for an answer. However, when Nixon crossed the platform with the list of PAC endorsed candidates including the name of Voorhis, the latter was left groping for explanation.

The result of the debates was that Nixon became known throughout his district. He established a reputation for himself in political combat which can often be attained only through platform appearance. He spurred the committee to indefatigable effort for his campaign. At the election in November, Nixon received a plurality of 15,000 votes, double the number by which Voorhis had led him in the primary.

Nixon's record in the House is not one of which the wheel-horse politician would be particularly proud. For his own district Nixon had not done a great deal. His interest had not been to ease legislatively the path of the orange, lemon, avocado, and walnut growers nor to provide juicy plums from the federal deep freeze. His interest as a Congressman was the security of the Nation, the welfare of the people as a whole. He considered the interest of the veteran, but he considered the veteran as a citizen first, as a veteran second. He violated the majority opinion of his district by supporting rent controls which he believed to be in the national interest.

His estimate of the role of public servant is that the representative or senator is elected to do a job. That he must do that job on the basis of his own judgment and estimate of the situation, not on the instruction of professional politicians or pressure groups no matter what their ilk.

Thus, Richard Nixon, as a representative, and undoubtedly as a Senator, if elected, will practice the same formula which he set forth as



a high school student, when, in his forensic endeavors at Whittier High School, he won the oratory contest on the Constitution. He used at that time, words reminiscent of his sentiment in the 1950 speech on the Hiss case:

The office holder is elected by his fellow men, who expect him to represent them wisely and justly. It is his duty to give his services willingly, no matter how insignificant the position; to perform his work to the best of his ability; and to defend, maintain, and uphold the Constitution . . . It is our duty to protect this precious document, to obey its laws, to hold sacred its mighty principles, that our descendants may have those price-

less heritages—our privileges under the Constitution.

Congressman Nixon is married and has two children, Patricia and Julie. His most active and effective booster and campaigner is Mrs. Nixon herself, who not only contributed her active campaigning but also gave her saved up pay for working in the OPA while her husband served in the Navy during the war, in order to help him get into Congress.

Nixon's family live in Whittier, California, where his brother runs a grocery and restaurant on the old home place on East Whittier Blvd. Although a Quaker, Nixon is also a fighter, and never avoids a scrap.

From his debating days in college he learned how to handle himself against opposition, how to pick the fighting ground and force his opponent onto it, Congressmen Voorhis found this out, and in the coming campaign for the senatorship in California his opponent, Helen Gahagan Douglas, may also find this out. Nixon's stand is likely to be Communism, which he hates like a snake, and Democratic unpreparedness as exposed by the Korean episode.

One of the best accounts of Nixon is that which appeared in the March 19, 1949 issue of the Saturday Evening Post, entitled "How to Pick a Congressman," by Lynn Bowers and Dorothy Blair.

## Concerning That Negative Burden of Proof

By Malcolm Sillars, Iowa State College, Ames.

Malcolm Sillars  
Iowa State College

LAST December at the Speech Association of America Convention, I listened with interest as Professor James N. Holm raised the question of whether the negative has a burden of proof. After hearing Mr. Holm I was very interested in his paper in the summer issue of **Speech Activities**. For years now we have simplified our job of coaching by telling students that the affirmative has the burden of proof and the negative has the job of refutation. This has led affirmative teams to ignore the possibility of forcing a real negative burden.

In my own high school and inter-collegiate debating, it always bothered me that a debate could be lost to a negative which took no definite stand. Every debater at sometime in his life has met a negative team which stood for a while in one place and then, when things got hot, moved on to cooler surroundings. We have always had rulings on shifting ground and new arguments in the rebuttal, but the affirmative seems to get most of the penalty for the violation of these rules. This is caused in part by the fact that the affirmative is nailed down to a burden of proof while the negative has no real limitations.

To take Mr. Holm's method of analysis, let us first look at the four

classical positions which the negative can take. These positions are pure refutation, defense of the status quo, simple and easy modification of the status quo, and counter plan.

1. Pure refutation — Mr. Holm points out, "... yet we cannot entirely put aside this negative stand since it must be admitted in fairness that if the negative can prevent the affirmative from establishing a case in favor of a policy we have gained something: we know what NOT to do, even if we do not know what TO DO. Straight refutation is still a legitimate stand even though abused and not too socially useful."

In all cases I think it is right to assume intelligent opposition. In this case it also seems logical that the intelligent affirmative can easily point out the weaknesses in this—the affirmative is proposing a change; the negative objects to the change; the negative shows weaknesses in the affirmative plan. Under the idea of straight refutation this would give the victory to the negative. But is this necessarily true? The negative is debating in a vacuum, the affirmative is not. If the plan of the affirmative is not put into effect the results will be the situation as it now exists, i. e. status quo. In this case the affirmative need only point out that the negative is actually defending the status

quo. The affirmative can then base its case on a comparison of its plan with the status quo. The negative may use pure refutation on the question of need, that is, objecting to the affirmative contention that there is a need. Here again the negative accepts the burden of showing that due cause does not exist and that, therefore, the status quo is satisfactory. As in all debates, only that which goes across the rostrum is the deciding factor and the affirmative is obliged to bring these facts to the attention of the audience. Nevertheless, the burden is there and clearly on the negative as well as the affirmative. The present high school question is not whether the Welfare State has weaknesses, but will the country be better off with or without it?

2. Defense of the Status Quo—Here the negative has and has always had a burden of proof. As was pointed out in the previous section, the negative must show that the status quo is better than the affirmative stand, be it because of finances, ease of operation, possible evils of the affirmative, and so on.

3. Slight and easy Modification of the Status Quo—This phase of negative attack can be cleared up by studying the question of principles vs. specific procedures. Because of the limitations of the time, the affirmative cannot be expected to



show every procedure that might be used in putting the plan into effect. We all know of the negative team which demands to know how taxation will be allotted, exactly how it will be administered, who will be eligible and so forth. Closely allied to this is the negative which puts up a series of possible changes in the status quo which are not as severe as the affirmative plan. The negative would say, "if we repeal the veto power and give the United Nations a police force, we could preserve the peace without so drastic a plan as World Federal Government." In this case the negative does not want to accept a counter plan and yet wants the affirmative to refute the possibilities. Obviously the affirmative cannot be expected to cover all of this, so they have been given the duty of defending the principle of operation.

This question of principles makes serious inroads into the slight and easy modification of the status quo argument of the negative. If the modification comes within the basic principles of the status quo it still is a defense of the status quo. If however, it is quite improbable that the change will come about without

additional action, the negative is proposing a counter plan. In a debate on outlawing the Communist Party, the negative might point out that Senator Mundt's bill for the registration of the communists would solve the problem. This bill, is not a part of the status quo. However, increase in intelligent operation of the present machinery is not a change from the status quo because here the blame is laid with the men who operate the system and presumably the same men will operate the affirmative's plan. In any case, the negative is accepting the burden of proof.

4. Counter plan—The counter plan of course is a legitimate acceptance of a burden of proof. But many coaches shy away from it because with a counter plan the negative must "accept a burden of proof." It is easy to see that with intelligent opposition, every negative has a burden of proof no matter what stand they take. Taking this into account, it becomes increasingly clear that the counter plan need no longer be the black sheep in the negative family. It is true that there has been considerable misuse of the counter plan and Mr. Holm points

out some shocking examples. This, I think, has been caused by the fact that the counter plan has been sort of a ringer that we throw in in a desperation gamble when we expect defeat on all other grounds. Counter plans have been something bizarre to catch the affirmative off guard. This is not necessary. When the negative can not, in their own minds, justify the burden of the status quo, they should look for a more logical and morally correct answer to the question of the day.

The counter plan gives the negative a chance to choose the ground on which the major clash may fall. This has always been reserved to the affirmative, but if the negative must accept a burden, it is only right that they take every opportunity to choose the clash of the debate.

Since intelligent opposition can point out the fallacy of pure refutation and compare the affirmative change with the status quo or counter plan, a bit of revelation is in order.

When the question arises, "Does the negative have a burden of proof?", the answer is, You bet the negative has a burden of proof.

## The Parliament of the States

By Paul A. Carmack

Speech Dept., Ohio State University,  
Columbus 10, Ohio

The first Parliament of the States was held at Ohio State University on August 9 and 10. Sanction for the event was granted by the Activities Committee of the National Association of Secondary School Principals. High schools were invited to attend the summer seminar in debating, discussion, extempore speaking, and radio announcing. If sanction is again granted, next year's Parliament will be held for four days during the third week of June or the first week of July in 1951, at Ohio State University.

Debaters will use the Welfare State topic and discussionists will deliberate upon the issues of the debate topic for the following season. The extempore speakers will draw topics which concern some phase of the new debate topic. Radio announcing activities will be con-

tinued and other features, including after-dinner speaking will be added to the program as followed in the August seminar.

In the evaluation of the debating, two kinds of rating were used. The debaters were rated upon their performance by an experienced debate critic and also by their opponents. The four debaters, led by the critic, conducted a post-mortem discussion of each debate at its conclusion. A "festival type" or rating was given to each debater. The rates of Superior, Excellent, Good, Fair and Poor had the mathematical equivalents of 5, 4, 3, 2 and 1 respectively.

The discussion sessions dealt with discovery and discussion of issues and difficulties to be experienced in discussing and debating the Welfare State topic.

Dr. William Utterback, Director of the Ohio State University Discussion Service, moderated the synthesis sessions which followed the three discussion panels. The following sets of agenda were used by the discus-

sionists upon the general topic "What is the Extent of the Government's Responsibility for the Welfare of the People?"

### ROUND I:

- I. Are we now moving toward a welfare State?
  1. Will the present trend toward federal social welfare legislation, if it continues, end in a welfare state?
  2. Will the trend continue unless vigorously checked?
    - (a) Is private industry likely to remove the necessity for further federal welfare legislation?
    - (b) Will action by local and state governments remove the necessity?
    - (c) Will extra-legal voluntary action (Blue Cross, etc.) remove the necessity?

### ROUND II:

- II. Do we want a welfare state?
  1. Need the federal government



assume responsibility for welfare?

(a) Must the fundamental securities be provided?

(b) Can they be provided in any other way?

2. Would the welfare state be objectionable?

(a) Would it discourage industry and thrift?

(b) Would it involve regulations and controls that would destroy personal liberty?

### ROUND III:

III. How can the present trend be arrested most effectively?

1. By repealing present legislation involving the assumption by the federal government of responsibility for welfare.

2. By rejecting on principle any new measure involving the further assumption by the federal government of responsibility for welfare?

3. By accepting further legislation of this type only when a

very clear case can be made out for its necessity?

Students were divided in groups with a moderator for each group for each of the three rounds. Dr. Utterback then moderated a panel of spokesmen from each of the groups. His summation of the findings of these three synthesis sessions found that the student discussionists arrived at the following conclusions:

"While the present trend toward federal social welfare legislation, if continued, would lead eventually to a full-fledged welfare state, it is doubtful whether the trend will long continue. The assumption by private industry and local governments of increasing responsibility for social welfare will probably decrease public demand for federal legislation of this kind, and the American people would in any case be reluctant to accept the degree of socialism necessitated by a welfare state.

The Conference was almost unanimously agreed both that further security against the hazards of ill

health, old age, and unemployment must be provided and also that a full-fledged welfare state would be objectionable, as it probably would discourage private initiative, multiply government controls, and increase taxes. There was no sentiment in favor of repealing federal legislation already on the books; nor would the Conference reject on principle further federal legislation for which a sufficiently strong case can be made out. But it was felt that increased activity in this field by private industry and local and state governments probably will render unnecessary much further federal legislation of this type."

James Singer of Stamping Ground, Kentucky was selected both as the outstanding performer in Radio Announcing and Extempore Speaking. Jon Greeneiser of Marysville, Ohio was named as the outstanding debater.

For information concerning the conference, write to Paul Carmack, director, Speech Department, Ohio State University.

## Specimen Debate Division

### LIBERTY IS THREATENED BY THE WELFARE STATE

**Mr. T. H. Dudgeon, Ohio State University, and Dr. Webster-Low, University of Edinburgh, Affirmative.**

**Mr. J. S. Bowers, Ohio State University, and Mr. D. T. Reid, University of Glasgow, Negative.**

**Chief Justice Carl V. Weygandt, Ohio State Supreme Court, Chairman.**

Chairman Weygandt: If the meeting will come to order we will start the debate at once. In order that we may understand precisely who the participants are may I name them even though you may have the program. I can give you the sequence of the opening speeches which will be ten minutes each.

The first speaker will be Mr. Dudgeon, the second, Mr. Bowers, the third, Mr. Webster-Low, and the fourth, Mr. Reid. The order will be slightly different when it comes to the five-minute part. As to the two local gentlemen — Mr. Dudgeon, known to many of you, I am sure, as a graduate assistant in the Speech department. Mr. Bowers is an instructor in the department of Political Science. With reference to our

Scotch friends, Mr. Reid, representing the University of Glasgow, is 24 years of age, unmarried. Educated at Paisley Grammar School of Oriental Studies, London, and University of Glasgow. (Incidentally, I am told that G-L-A-S-G-O-W spells Glaz-go, and not Glass-go.) Lieutenant, Intelligence Corps during the War. Served in Persia, Iraq, and Egypt. Demobilized 1946. Graduated with the degree of M. A. (Glasgow) 1948. At present studying Classics and Law to become an Advocate. Member, Labour Party. Ex-President, Glasgow University Scottish Nationalist Association. Elected Governor of Debates Glasgow University Union 1949-50. Would like to write: tries to in English and Lallans.

Mr. Webster-Low, age 29, unmarried. Six years of war service, 1939-45, in the Black Watch (Royal Highland Regiment), reaching the rank of Captain. Educated at Loretto and Edinburgh University, where he was graduated M.B., Ch.B. (Bachelor of Medicine and Bachelor of Surgery) in July of 1949. President 1948-49 of the Royal Medical Society. At pres-

ent he has his first six months' assignment (internship) at St. Luke's Hospital, Bradford, Yorks.

The subject, as you have noted, for this no-decision discussion is "That Liberty is Threatened by the Welfare State." We were told just before the meeting that this subject is being considered as the subject for the National High School topic next year and that just at the present time, in the State of Ohio, it is running way ahead of number two with reference to Labor Unions, and substantially ahead of number two nationally. We are to hear the discussion of a subject tonight that we may hear very much more about next year. The first of the speakers for the affirmative (notice the statement of the question, "That Liberty is Threatened by the Welfare State.") is Mr. Thomas H. Dudgeon. (applause)

**First Affirmative Constructive,  
Thomas H. Dudgeon,  
Ohio State University**

Thank you, Mr. Chairman. Friends: First, I would like to take this opportunity on behalf of both



the faculty and the student body of Ohio State University to welcome our friends from Scotland to Ohio State University. I would like also to extend that welcome on behalf of the newly-formed Ohio State Forensic Society. I hope that sometime in the not too distant future that that society may be large enough that Ohio State might send a representative team to Scotland to repay this visit to our campus.

I am in an unusual situation tonight. Last quarter I was fortunate enough to take a course entitled audience analysis. That course was supposed to prepare me to adapt any remarks that I might make to any type of audience so that I could be most effective. In this group tonight there are some of the professors that I will meet in classes where I am a student the rest of this week. There are students from my own classes. There are Ohio State debaters I have been haranguing all this year to change this or that feature of their debating. There are debaters from other colleges and universities that I had the advantage of judging this year, some of whom have not received the decision. There are high school students that have met me in connection with the Ohio High School Speech League. If you see anyone furiously writing it is probably some of those people making notes to confront me with the next time I get them in the same position.

The topic for discussion tonight is, Resolved: That Liberty is Threatened by the Welfare State. Our friends from Scotland tell us that this topic has been one of the most popular. They are prepared to debate five separate topics when they come to the United States and this one topic has been one of the most popular during this tour through the country. I don't doubt that that is true. It is a topic that we are all discussing and that we probably will be discussing for some years to come even if we are all discussing it in different directions together.

We all have different concepts of what liberty is, what threaten means, and what the Welfare State is as such. It is within the jurisdiction of the affirmative to define the terms that we are to use tonight and to limit this discussion. In trying to think of definitions for these various terms of liberty, threaten, and Welfare State it became quite a

problem with me, as it has with the authorities in the field, whose books I have scanned hastily. The definitions that I finally chose are somewhat slanted toward the affirmative, of course, because I chose them, and they are also slightly academic, but I would like to give them to you for what they're worth.

The word liberty. To me, liberty means that state of being conducive to the development of human dignity under which all moral expressions of personality are possible. In other words, it's an environment in which we can do what we choose as long as it is accepted, socially and morally.

The word threaten means rather obviously to be placed in danger of annihilation, that is, we are threatening the existence of liberty.

The Welfare State is a much more difficult term to define. To make it as inclusive as possible, it seems that a Welfare State is that the existence of governing processes within a political state aim toward raising the standard of living by equalizing services and income through legislation. In other words, it's a process of legislating ourselves into a state of standardization where we all have reasonably close to the same income and we all enjoy reasonably close to the same amount of services.

Now, this question has been important, not only to ourselves in this modern day world, it has been important throughout history. The Roman Empire probably is the classic example of the Welfare State. Bismarck tried it. When he couldn't get what he wanted by force he tried to kill his subjects by kindness and almost succeeded. For the last twenty years we in the United States have been discussing the topic, and other countries in our own sphere in the world have also been advocating and adopting these processes of legislation in varying degrees.

We have welfare measures in our own country such as social security, veteran's administration measures, federal housing administration, agricultural subsidies, industrial subsidies, and federal banking insurance. The philosophy of this welfare legislation is to provide a floor economically under some or all of the hazards of existence.

I believe there is a fallacy in this philosophy or logic in that the process of placing these floors assumes

an ability of the group to buy prosperity. We buy this "prosperity" incidental to or in direct ratio to the height of the floor under that process. To put this a little more graphically, there is a trend in our thinking which says the higher we raise the minimum income in the United States the nearer we will approach a possibility of buying prosperity for all of us. This is not a logical assumption. The assumption is that these forces work together when they probably are not a correlation. An example here is that of agricultural subsidies. In the last few years we've been subsidizing agricultural products to an ever increasing degree. We have given the farmers what they ask for as long as we can afford it, but the time is rapidly approaching when we can no longer increase our subsidies, then we must level off. At this point liberty is threatened because at this point of control we must take away a certain amount of liberty. This is true in the countries that have adopted these measures. For example, in the British Commonwealth or the British Isles, if you'll pardon me for using an example from the home of my colleague and opponent, the British coal mines have found it necessary, or the labor government has found it necessary, to freeze some 429 coal miners on the job. They have found it necessary to freeze 134 men on farm jobs and this is a direct violation of the personal liberty of the individual.

There is an example probably of this same type of administration in a recent story in the Columbus daily evening papers. A new born child was born immediately outside the door of one of the receiving hospitals but was not admitted because there was a rule in that hospital that forbids the admission of children. The baby was sent to children's hospital although it was only ten minutes old. This is a type of interpretation of rules under bureaucratic control that leads to the threatening of our personal liberty. This same thing can and will and does happen under all these measures of the Welfare State that are passed or advocated, not only in this country but in all other countries.

They also lead to the loss of financial freedom—of financial independence which allows us to be free—and I need not go into graphic examples of this point for you. All of



you who paid your taxes last month can remember the financial freedom that you may have lost in paying those taxes.

It reminds me, this Welfare State, of a story that I once heard told on a platform. It seems that there were a couple of Mexicans walking down the street in one of the Mexican cities. They were a little under the "influence of incohol." Walking down the street they happened to notice that there were various members of a body in the street. First they ran into a foot, then a leg, another foot, another part of a leg, an arm, and so on until finally they came to a head. One of the Mexicans picked it up and shook it. He said, "What's the matter, Pedro? You been seck?" The same thing is true with the United States economy. (laughter). The further we go with this type of thing the sicker we get. And, one of these days when we have passed our socialized medicine measures, our guaranteed income measures for not only farmers, but laborers, we're going to be shaking our own heads and saying, "What's the matter Pedro? We seck?"

That, in conclusion, is the crux of the affirmative case as I see it, that liberty is definitely threatened by the Welfare State, first of all because in bureaucratic administration the human element threatens our personal liberty and second, the financial cost leads us to lose financial independence which means a loss of personal liberty. Thank you. (applause).

#### **First Negative Constructive,**

**John S. Bowers,**

**Ohio State University**

Mr. Chairman, Worthy Colleagues, Opponents and Friends: The affirmative has stated that the United States economy now is very sick and that it's getting sicker. Well, I would like to know how it was back there in the early thirties. It seems to me it was pretty sick then, too. I would like to go back very briefly just a little bit farther than that. I'm going to leave the case of Great Britain with our worthy colleagues here and spend most of my time on the United States.

I think it's rather interesting that a great many of those people who have always talked about rugged individualism and laissez-faire economics, have not always convinced themselves of the wisdom of such policies. For example, from times

immemorial a great many American businesses and business men have sought protective tariff legislation. These same people don't want government to interfere with business, but at the same time, when the chips are down, they want government to come in and help them out a bit with a tariff subsidy. I think that is a confession of the fact that some kind of rhyme and reason must at least now and then be injected into our economic system. But, this automatic market mechanism, of which so much has been said by classical economists these many years, just doesn't work out too well in actual practice.

There are a great many other ways in which business men have been helped down through the years, while decrying the intervention, so called, in their businesses by government. For example, in the early days of this country when the railroads and canals were being developed, those companies engaged in that activity were all too glad to receive help from the government in the form of subsidies of various sorts, land grants in particular. Land was practically given, in many instances, to these outfits, and it certainly was very willingly accepted.

Now in this matter of the Welfare State—you know it says in the United States Constitution in a couple of different places, that this government is to promote the general welfare. I therefore, don't see anything so terribly the matter with a Welfare State, since in our own United States Constitution of 1787 it says that government shall promote the general welfare. I think the issue has rather been, for whose welfare? Whose welfare is going to be promoted? Now certainly from the examples I've given here of early American history seemingly it was the welfare of a particular group that exercised great political power.

In 1890 a very important act was passed, the Sherman Anti-trust Law. This was an attempt to restore the automatic market mechanism to our economy which was not working very well, because it became apparent that giant corporations were reaching out with their tentacles all over the United States. In effect, to defend a laissez-faire economy, you would have to say that it would be for the benefit of the few rather than the many. In other words, the freedom of these few individuals in

control of giant corporations seemed to be paramount, and the freedom of the employees who were working in these corporations apparently didn't amount to very much. Long before the days of the New Deal it was recognized that government had to intervene in certain cases to establish a right of freedom and liberty on the part of those little people who, without government's help, certainly wouldn't be very free. In other words, I maintain that government, as well as suppressing liberties of certain individuals, which it may well do on occasion, can also broaden the base of opportunity that is given to many other people and it seems to me that is a basic point here in our discussion.

Now this matter of taxes. My colleague here of the affirmative has suggested that we are paying so many taxes that in effect we are losing our financial independence. Well, I know we pay a lot of taxes. I don't think the issue, though, is so much **how** much we're paying as to what we're getting out of it. If we're not getting value received then you see that's another question. Whether I shall pay individually out of my own pocket to have my garbage and refuse collected, or whether it is cheaper for me, and I gain thereby, by contributing a certain amount of taxes along with my neighbors to have the city do it is a matter we must all decide. That, it seems to me, is the basis of the issue, and not whether or not you are paying a hundred dollars or two hundred dollars in taxes.

There are several other points which I suppose might well be made here. For example, Mr. Hayek, a very distinguished economist, wrote a book some five years ago and I think it is one of the most scholarly statements of the general laissez-faire, non-intervention point of view that's to be found. Mr. Hayek assumes that unless you can get a virtual unanimity of opinion and no opposition to a particular program, then people are going to be oppressed and suppressed as a result of that program. Now, if we assume that to be the case, I think we are defying our generally recognized concepts of democratic government. I'm not at all convinced myself that it's sufficient to have a simple majority of the people in any given area decide that a certain policy is a good thing. It would seem to me



that there is a necessity here for recognition of minority rights, and there should be. On the other hand, it seems to me that in this matter of welfare there are certain issues which now are more or less agreed upon and in that area certainly we can go forward. Take, for example, the social security program in this country. No one certainly denies that that is a welfare measure. The purposes behind it are of the welfare sort, certainly. Yet, it is interesting to note that in the last presidential election campaign there was very little said about social security other than in broadening it. Just the other day, one of the Republican Party's distinguished statesmen, Senator Robert A. Taft of Ohio, said that he was for expanding social security. He wants to expand it rather than go back to some period in the golden age of heretofore.

It seems to me that in these areas where we are substantially agreed on these things, we certainly can go forward. I think it's also possible to distinguish between the so-called Welfare State and the Socialistic State. I don't think an acceptance of a great deal of welfare or social legislation necessarily means that the country is headed into Socialism. In other words, the matter of social security, the matter of anti-trust legislation, the matter of SEC, (the Securities and Exchange Commission,) the matter of a federal deposit insurance corporation — that type of legislation—is one thing, and whether or not basic industry shall be nationalized is another issue and one which we may approve or disapprove as we see fit. That's one of the basic weaknesses, it seems to me, in the recent argument set forth by John Flynn. He wrote a book which has had considerable popular appeal, apparently **The Road Ahead**. Everybody writes about roads. We had the road to serfdom, you see, back under Hayek, and now we have the road ahead, and brother, it's a black road. Now, why is it black? Well, because if you do anything in the way of welfare legislation you're going to drift into socialism, and from socialism you're going to drift into communism. I don't think that follows, and one reason I don't think it follows is because in the recent Norwegian elections, to take one case in which a modern Welfare State is in operation, the communist party was completely wiped out, as

it was wiped out in the British elections. There were 11 communist deputies elected to the Norwegian parliament in 1945. There were 76 labor party members who constituted a very slight majority out of the 150 members. Now, what has happened? Well, the representation of the Norwegian labor party increased from 76 to 85, and the 11 communists were completely swept out of office. It seems to me that we have to find some kind of middle-of-the-road course between this dog eat dog proposition that presumably once prevailed in our economy and, on the other hand, this presumption that we have to go socialist and we have to go communist. It seems to me that a dynamic, progressive, regulated capitalism certainly is going to help us out of our dilemma. Thank you. (applause.)

**Second Affirmative Constructive  
Dr. Malcolm David Webster-Low  
University of Edinburgh**

Mr. Chairman Sir, Ladies and Gentlemen: First, may I tell you what a very great pleasure and honor it is to be here, and I say that on behalf of David Reid and myself, and then I say that is the only thing on which we agree. (laughter). This is a unique occasion for me tonight. I have never debated in front of so distinguished a Chairman, neither have I debated with so distinguished a colleague. I am sure he would be even more distinguished if he came to the Welfare State and received one of our distinguished toupees. (laughter). I would say that he is at liberty not to do so. (laughter). We have had many impressions so far in our six weeks here and we are in our last week now. I won't burden you with them all. Quite a few things did surprise us. To go to New York to Columbia University and there to find that not only did they have a Royal Charter issued by George III but were also proud of it was indeed a surprise. (laughter.) To go on to Pittsburgh and have my hand shaken there by more Scotsmen than had ever shaken it in Edinburgh was an even greater one. (laughter.) Well, since then we've been in a number of places. We've been in the great adjoining country of Texas (laughter) but I would say this—Ohio is the only State we have returned to. (laughter.) Now, let me surprise everybody by coming to the point. (laughter.)

My approach to this problem of the Welfare State is slightly different to your's and to my colleague's. Now this is inevitable. I have lived in a Welfare State for five years and have been conditioned to the idea for sometime longer, ever since Beveridge in 1943 first gave us his famous plan, so that my attitude toward it is slightly different. It is as if, in this country, you are attacking the Welfare State at its roots. With us the plant is well above ground and my job is to prune and train it. The threat to liberty exists, just the same. In fact, we may see it even more obviously, but my approach to it is slightly different. I am not attempting to uproot this growing plant, I am going to prune and train it. In case you think that is not a representative point of view I will quote from one of your American observers, who wrote shortly before the election, "The Welfare State is in Britain to stay, barring economic calamity. The struggle between the Tories and the Socialists is not whether the Welfare State is a good or a bad thing. The scramble is for the credit of having invented it." (laughter.) No one would dream of abolishing the Welfare State in Britain anymore than he would suggest abolishing state-paid police or firemen and that is always difficult for some people over here to understand. But—I maintain its threat to liberty still exists although you may accuse us of granting too much welfare.

Now I would make my main point straightaway, and it's a very simple one, and I want you to get it clearly fixed in your minds because you can be quite sure that it's very simple point will be very skillfully clouted over from the side. (laughter.) The difference between the Socialists and those who do not agree with Socialism is in its fundamental aim. We may both admit to a certain amount of welfare. The aim of the Socialist is security, security at all costs. The aim of those who do not agree with Socialism is the maximum possible development of the individual, and that coincides with my colleague's definition of liberty. If you want security—if that is your aim—then you have to try and control all the possible factors affecting that security so that control becomes an essential feature of security. Now, that is absolutely fundamental, I believe. If your aim



is the maximum possible development of the individual, then, while you must give him a certain basic standard of security to allow him to develop at all, after that the minimum of control is necessary. So, there you have it, this fundamental difference in aim — security, with control an essential ingredient; maximum possible development with a minimum of control an essential ingredient.

Most of us were prepared, after the war, to grant a certain amount of social legislation in Britain. We were even prepared, some of us, to see nationalization tried in something like the coal mines, which had got into a bit of a mess. Some were even prepared to go as far as the railways. Now, I am speaking of people who were not Socialists. The whole atmosphere of the war and the state of these industries allowed people to think it might be tried there. We are like a man who has thrown two buns to a bear and now finds that bear gently embracing him. We're not very sure whether this embrace is friendly or not, and we're not very sure whether we can stall it off with a few more buns, and we don't like to admit that we could have been taken in. In any planned economy, the fundamental postulate is, that it will be run by wise and disinterested men. Now I ask you, do such men exist in politics? (laughter.) Or if they exist, do they exist for long? (laughter.) I claim that the whole evidence of history and our present experience proves that they do not exist for long. It is absolutely natural for energetic men to love power, and we can assume straightaway that all officials will want more power than they should have, and we must watch them right from the beginning.

The threat to liberty is direct and indirect. There's an indirect threat in the heavy taxation we have. It limits our activities very much. There's an insidious threat in the taking away of responsibility from the individual, which should be his, and that applies particularly to parents. But, there is a **direct** threat. We have legislation pouring out at home, legislation by regulation, and I would show you as to the sort of thing which happens when you try to control something the extent to which you have to go. Now, if you can, imagine a situation in which

David and I each had a car, and I would add that is entirely hypothetical, (laughter) and I had run out of petrol and David lent me a gallon. (Aside from David, "Well, I say now, that is entirely hypothetical.") (laughter.) Well, if you can, imagine a situation in which David **would** lend me a gallon of petrol. (laughter.) We have committed three offenses. We have acquired or supplied a gallon of petrol, of gasoline, I should say, other than from an authorized supplier. We have acquired or supplied a gallon of gasoline otherwise and against the surrender, at the time of supply to the supplier, of the coupon authorizing the supply, and we caused or allowed the use of petrol other than from an authorized dealer; three offenses by lending a gallon of petrol. Now, **if** I had given him a coupon in exchange for that gallon I should have committed a further six offenses. (laughter.) And if we had by any chance spilled some then we should have been guilty of wasting motor fuel contrary to Article 7. I'm not against gasoline rationing as such, it may be necessary, but it shows the extent if you must try to control all the possible factors, you're led into making an enormous number of regulations. We've had so many since the war that a learned judge was tempted to say, "Anyone who is fortunate enough to possess 65 pounds (about \$190.00), and with time to read 28 volumes, and with the capacity of understanding them, no longer has the excuse of saying that he does not understand the law." (laughter.) That is the direct threat to liberty. We have regulations controlling the structure of table jellies that they must hang from the ceiling a certain time without splitting. (laughter.) **That** sort of thing, it's quite fantastic. Sir, I would leave you at this stage with a fable, one of Aesop's fables. It's a fable of a wolf and a dog, wolf, I would say, used in the strictly biological sense. (laughter.) The dog is explaining to the wolf all the benefits of the welfare state, the prefabricated kennel, the regular meals, the kind human attentions, the absolute security. And, the wolf said to him, "And what is that collar 'round your neck?" That is the answer. You can have your Welfare State but with it you get a collar 'round your neck. I will leave you now, finally, with some words of

President Wilson. He said, "Liberty has never come from the government. Liberty has always come from the subjects of it. The history of liberty is the history of resistance. The history of liberty is the history of the limitations of governmental power, not the increase of it. (applause.)"

**Second Negative Constructive,  
David D. T. Reid,  
University of Glasgow**

Mr. Chairman Sir, Ladies and Gentlemen; My Worthy and Somewhat Misguided Opponents: (laughter.) May I first of all say what a great pleasure and honor it is for me to speak to you here tonight, and may I say also at this point I too have to declare that that is the full extent of coalition likely between the British parties. (laughter.) You have heard my compatriot deliver a series of able distortions. (laughter.) You may not find it half so strange, as he did, that more Scotsmen shook his hand in Pittsburgh than at home. (laughter.) He was only one day in Pittsburgh. (laughter.) But, apart from what you have already heard, the testimony of your own ears, there are other disadvantages of travelling with a medical colleague. Medical colleagues have many faults and to my mind one is an addiction to inspecting hospitals at any conceivable time and in every conceivable place. And if, ladies and gentlemen, you have as I have, a certain insensitivity to the scenic beauties of autopsy rooms (laughter,) then, you are liable to do a great deal of waiting in corridors. And, it happened, ladies and gentlemen, that in Bozeman, Montana, the corridor was that outside the obstetric ward. (laughter.) A very eager nurse came rushing up to an American friend and myself and accused us of being expectant fathers. (laughter.) We were compelled to say that the report was grossly exaggerated. (laughter.)

Now, ladies and gentlemen, what, after all is liberty? Is liberty a lady of ferocious aspect and virulent hue, very thoroughly lit up with one foot on Ellis Island, and the other on Manhattan holding the torch, presumably for Columbus? Or what else is she?—in the matter of Columbus. By the way, ladies and gentlemen, recently debaters from my University debated the motion with an Irish University that Columbus went too far. (laughter.) But, I must confess, ladies and gentlemen, that



until today I had no idea just how far Columbus had gone. (laughter.) But, ladies and gentlemen, whatever definition we find, it must be perfectly obvious to you all that there is no such thing as absolute liberty. Liberty, if it were an absolute, would be circumscribed in a hundred thousand ways. It would be circumscribed, first of all by natural forces, by fire, flood, act of God, and some acts not so clearly identifiable. By natural forces and in particular by economic forces, those blind and terribly potent forces in our modern world. In fact, if you examine it, you will find out that liberty is a convenient label for certain specific liberties, and if we examine these specific liberties we shall find that even these were relative. If we were to treat the label as an absolute, the label of the word liberty, we should find that not only did every assault of natural force impinge upon liberty in that sense, but also that whenever the state, any state, not just the Welfare State, and formal social organization whatsoever, however rudimentary, whenever any social organization entered the field of human affairs there was an impingement on what we would call liberty. That goes without saying, but that must bring us to what is a fair point of view on the development of the Welfare State.

The only fair formula to the development of the Welfare State is with the development of the civil law. In very primitive times the law consisted very largely of self help. In fact, the creditor chased the debtor with a hatchet, with some greater evolution of legal science things had progressed so far that the creditor was allowed to use the hatchet under state supervision. But gradually, ladies and gentlemen, equity and good faith took over. Equity and good faith, of course, was there from the very beginning of mankind's history, but with the increasing competition of human society the expression became more and more difficult so that the state had to take a hand to achieve a just law. That is precisely what happens in the matter of the Welfare State. The State has to come through all the complexity and confusion of our affairs and in particular our economic affairs and give a helping hand. There is, I admit, one place where the parallel between the Welfare State and the development of the

law breaks down and that is this: The development of the Welfare State has been a much more directly democratic process than the development of the law has ever been, and that in turn brings us to what is really the whole point. The Welfare State and the laissez-faire state are in a sense neutral in the matter of liberty within the state. I would say, myself, as a supporter of the Welfare State, and a Socialist, that the Welfare State created more favorable conditions, a better climate for human liberty to live in, but nonetheless there is a fundamental neutrality about it. Your liberty in your state depends not on welfare nor on laissez-faire, but on whether your democratic mechanism is healthy, and that in turn depends on whether the democratic spirit of your people is healthy. That is the fundamental of the whole matter. If you don't believe that you're not a good democrat. I doubt if you're even a good Republican. (laughter.) If your state is democratic then it will be free whether it is a Welfare State or not. If it's not democratic then it will not be free, and that, ladies and gentlemen, is all there is to it. This is fundamentally a question of theory and I believe that to cover the whole theory.

My opponents unwisely, I must say, have introduced matters of practice, and, though the matter can be dealt with on the theoretical level, I have not the faintest desire to avoid questions of practice, the questions which I know relating to my own particular state. Now, the fundamental thing that must be remembered is that not every proposal or scheme that seems to impinge some valid specific human liberty is a part of the Welfare Program. You, sir, talked about our freezing the miners in the mines. Well, they have been considerably less cold than they were under private enterprise. (laughter.) And, apart from that, the thaw has set in with a sudden vengeance, for the control of Engagements Order which kept these men in the mines has, just a few weeks ago, been repealed. But, even if it had not been, that would not be the real point, ladies and gentlemen, for that provision, the control of Engagements Order, was not part of our Welfare Program. It was a provision dictated by economic necessity. Similarly, we don't ration petrol (gasoline) as part of our Welfare

Program. We don't believe that it's good for the soul to be frozen in your job, or to have your wages frozen, or to have a limited amount of gasoline. We do it because of the economic necessities that are crushing in on our country, and that is all there is to it.

As far as security is concerned, well, of course, ladies and gentlemen, a certain security is necessary, and we are prepared in Britain to do a great deal to achieve it, but, we are not, as the opposition would have you believe, prepared to do **anything** to achieve it. The idea that security necessarily destroys initiative is a very naive one. May I say just this, that whatever sneers the opposition may make at our cradle-to-the-grave security scheme, the net result of that scheme has been just this: That fewer of our cradles have split and that the graves are not filled quite so early. (applause.)

#### First Negative Rebuttal,

John S. Bowers,

Ohio State University

Mr. Bowers: There are just one or two points that I would like to bring out at this time. For one thing, I think our colleagues over here of the affirmative, especially Dr. Low from Scotland, give us in this country a great deal of credit for having a very definite program. In other words, he apparently seems to feel that we have either this choice or that, which is of a very definite character. I believe it has been a virtue of the American system of government never to quite know where we are going. I think also if one examines the platforms of American political parties with their catch-all phrases and so on, we note in this country a certain virtue in our indefiniteness. We don't know quite where we're going, but we're willing to experiment. We don't say, "We shall not do this, or we shall do this, but let's try it out." If it works then perhaps as a law it may interfere unduly with the privileges of a few people but if it promotes "the greatest good for the greatest number," (to go back to an old utilitarian phrase which I think still has some validity) then I think it will have been worthwhile. I'd just like to point out one experience of my own, on this business of governmental interference, so-called. Some time ago, I owned and operated a small-town motion picture theater. I was



a small business man, as it were, I went to Cleveland on one occasion to contract for some pictures. I got in there, and if you know anything about small towns on Saturday night, you know that Roy Rogers is tops and Gene Autry is pretty close behind. I went in there and very naively on my first visit said I would like to purchase three or four Rogers pictures and three or four Gene Autry pictures. They looked at me as if I didn't know what I was talking about. They said, "All right, we will sell you a Rogers, and we will sell you an Autry, but here is the list of stuff we're selling with it." Brother, such junk you never did see. It was the lower, lower half of a double bill. Now, what has happened? Well, there was a decision in the United States Supreme Court not too long ago on that subject. Now a small business man can go into a film distributor and say in effect, "I want to buy this, or I want to buy that." I think it has helped them as it has helped the small business man because the producers have got to make more good pictures. I'd just like to underscore one point that my colleague over here of the negative made a little bit ago. This is stating it perhaps in just a little bit different way, but I think it is the same point, and that is that no people voting in a free election has ever voted away its suffrage privileges. No people, voting in a free election, freely conducted, has ever voted away its suffrage privilege and as long as that's true, whether in this country or in any other, it seems to me that a right of freedom of choice whether we should do this, whether we should support this program or that, is our own choice to make. And I would underscore also the gentleman's suggestion that the background historically of a people makes a great deal of difference in these things. Perhaps it is true that in the Soviet Union, in Nazi Germany, in Fascist Italy they had a form of Socialism, yes, but those people had never known what democracy was, and if we sincerely believe, as I think we do, in the democratic way of life, then we need have no fear of some of these new techniques and ideas. Thank you. (applause.)

**First Affirmative Rebuttal,**  
**Thomas H. Dudgeon,**  
**Ohio State University**

Thank you Mr. Chairman. Honor-

able Opponents and Friends: About the only advantage that I can see from this vantage point of the Welfare State is the one that my esteemed colleague mentioned and perhaps one of these days I might take him up on that.

Now, there are a few points in this debate thus far that I would like to take up in the short time that I have here. Mr. Bowers, in his rebuttal speech, has made the allegation that the United States does not know where it is going—but that we are experimenting—and that one of these days we will find the solution to all of the many evils of minority groups that confront us, as they confront all civilization. One remark that I would like to make is that there is no reverse gear on welfare legislation. Once we have it, it's here to stay. This was so ably pointed out by my colleague in the example of the bear and the buns. Once we have welfare measures, we have them to stay. If it is through a process of experimentation that we get this bear then we had better not experiment.

He also pointed out that there were some infringements on personal liberty on the part of private enterprise and seemed to think this justified the establishment of a Welfare State. I would remind you here only that we are dealing with private individuals and that we can well control the private administration in business practices through legislation if that need be. We not only can do it but we have done it.

Mr. Reid has pointed out to us several points that are worthy of our consideration. If they had not been worthy of our consideration he probably would not have pointed them out. The first point of his that I would like to touch on is the statement that there is no such thing as absolute liberty. In making this statement, which is immediately accepted and is in general presented to a body of people in trying to balm them into accepting some welfare measure, he voiced a truth. But, it is equally true that liberty is relative, that what we have in relation to what England has, for example, is a difference in liberty, and that it is that relation that we're talking about. It is what we have now, the freedom of action that we have at the present moment, that we may be fighting for. The analogy of the plant is here used if I may borrow

from my colleague.

Mr. Reid also stated that when any organization enters into an area of regulation there is an infringement of liberty. This is true also, but again it is only true relatively and he stated it positively, that is, all inclusive. He stated that welfare and laissez-faire are in a sense neutral to human freedom. This may be theoretically true as he pointed out, but here we cannot separate theory from practice. What we have in the administration of a Welfare State or welfare legislation is a choice—or an administration of a freedom of choice. When we administer a medical expense plan, a welfare legislative plan, we must, in some way, affect the freedom of choice of the individual and that freedom is what we stand to lose through welfare legislation.

When we administer any type of plan we in some way affect a freedom of choice and an accumulation of those affected freedoms of choice leads to a loss of personal liberty to a degree which is more than noticeable.

We see here the type of presentation that is given to any group of people when a process or a piece of welfare legislation is proposed. It is the talk of total-in-theory that leads people to think that they're getting something for nothing when in actuality they're getting a slight increase in the bottom level of a service, or an income, for a much greater increase in taxation, either direct or indirect. Thank you. (applause.)

**Second Negative Rebuttal,**  
**David D. T. Reid,**  
**University of Glasgow**

Mr. Chairman Sir, Ladies and Gentlemen, My Good Opponents: I cannot tonight complain that I have been given nothing to refute. I have been given all too much. Now sir, your definition of liberty is among the most dangerous ones I've ever heard in my life. (laughter.) It's so dangerous, sir, that I think another debate should be arranged to deal with it. Our Welfare Program is not at all a process of legal standardization. It's perfectly true that extremes of wealth and poverty in Britain have become less extreme and some of us think that's a good thing. I do, for one. I think the lower limits and the upper limits were too low and too high respectively. But, that was not the aim, the motivation of the



Welfare Program. The Welfare Program was concerned with seeing that people got a reasonable standard, that no one was deprived through no fault of their own, from a reasonable standard of life. I believe the principle has been enunciated in other documents besides the legislation of the British labor government, but I am afraid we are one of the few governments which has ever put it into practice. The Roman Empire, sir, was not a bad state in its way. For its time it was a jolly good state, in fact. It's probably a very good example of Welfare State. But, once again, sir, you'll land me with another debate on my hands which I would gladly do upon some other occasion. I have already pointed out that the control of Engagements Order and wage freezing, and rationing and so on, are not parts of the Welfare Program at all. They're done because we need to import a lot of essential materials and we haven't got the money, and in particular, the dollar, to get as much as we want, and we've got to see that it is shared out reasonably, also that those completely vital services get a priority share. As sir, for the body at the hospital. Now, could you seriously tell me that no such things had ever happened in the free hospitals of America? And, would you not be prepared to agree sir, that the rule about babies at the hospital was probably well pre-Welfare State? I think my colleague here, Malcolm, probably would.

As for this matter of the human element in bureaucracy. Why is it always in bureaucracy, that is to say, a neutral, unemotional language, government service, community service, that the human element goes rotten. Is the human element so much more righteous outside the government? I must confess I hadn't noticed it. The main difference seems to me to be that whenever the old Adam appears in a government servant, his peccadilloes are spread over the whole front page of the newspapers and sung out over the radios, whereas a mere scion of private enterprise may very well get off with it, unhonored and unsung.

As for this financial freedom. Well, of course, if you pay taxes you don't have as much money to spend on other things, but you have got to pay taxes to keep up essential services. Would you like to discharge a policeman and support a private

bodyguard? (laughter.) Now, it may be true, (I don't believe it is myself) that the United States economy is sick. If so sir, *Oh si sic omnes!* (would they all were so) (laughter.) But, sick or well its condition has very little to do with your policy of laissez-faire. It has a lot to do with your living on a continent with abundant natural resources.

I must ask you in particular, ladies and gentlemen, not to be swayed by glib platitudes about the maximum development of the individual. I should ask you in particular to think what that has meant at times in the past. There have been times when the maximum possible development of the individual was something very like Anatole France's "the law in its benign equality" allows to the rich, as well as to the poor, the right to beg in the streets, liberty to have starved in fact, the maximum possible development of the individual with an unfilled stomach. Man indeed shall not live by bread alone, but in Britain during the depression period, we found it extremely difficult to do so without it, and we were determined that no one section of our people should have to bear that again, and we have carried that determination through. Delegated legislation is not a mere outcome of the Welfare State. It is an outcome of the increasing complication of human life. Please don't let yourselves be misled by this 1948 stuff. You talked sir, about your ease of control of private individuals. How well did you control them in the depression? You talked sir, about regulations impinging on liberty. I, sir, had to be vaccinated and have my certificate signed before I could come into this country, a check on my liberty, but a very good one and one I wish we had at home.

No one in Britain thinks we are getting something for nothing and no one imagines that we don't have to work, that we don't have to use all the initiative we had before, and more. We have a national cake and we're trying to make sure that everyone gets a minimum of it. The people who work will get more. Now, let me say one thing more and that sir, is about this fable of my good friend, Malcolm. I'm not quite sure of the details of the fable, so much of his stuff is fable, that (laughter) perhaps it was about gas or gasoline, whichever seems to be

appropriate, but upon reflection, I am inclined to think it was about the wolf. Now, of course we all wear a collar, and the name of that collar is just simply "civilization" and who wants to be a wolf anyway, at least in the biological sense? (laughter) (applause.)

#### **Second Affirmative Rebuttal, Dr. Malcolm David Webster-Low University of Edinburgh**

Mr. Chairman, Sir, Ladies and Gentlemen: It's always difficult to try and gather up the threads, particularly those strewn so indiscriminately from design. (laughter.) My colleague David Reid, from Scotland, has deplored the fact that on our side we came down from theory to practice. Now, I want you to observe that how very, very Socialist that is. They would much prefer to remain in the realm of theory. So many of their schemes are so much better in theory. (laughter.) To be reminded of practice doesn't always suit them and that is one of our complaints at home. We have so much theory and so little attention to practice. He deplored such uncontrollable things as acts of God, and you can be quite sure that if they can be controlled by Socialist legislation, they will be. (laughter.) He speaks with pride of the repealing of the control of Engagements Order which we had for five years. During that time they claimed so proudly that only 638 people were directed. Many people are asking, "Why was that order necessary at all?" Surely the infringement of the liberty of those 638 people was not sufficient cause for that very serious anti-democratic measure.

Now, his main point, I admit, is a difficult one, and a point which was very wisely supported by his colleague. It's a difficult point to get around. The fact that in a democracy, if democracy is active, liberty can never be removed. Now, on our side, we concede that point, and fortunately at home we have a very active democracy, as I think 84% of the electorate voting, at the last election, shows. So, that I am not claiming that Britain is totalitarian. That would be stupid and unnecessary, but the threat to liberty is there all the time in the sort of legislation which our government is putting out.

I've described some of the direct threats, but the indirect threat is equally dangerous, this providing of



the essentials. Many people are spending their money on non-essentials, people who should be saving it and there is one of the insidious dangers, democracy or not. If the government takes away from the individual his responsibility then I claim that that individual's liberty is threatened, for as Bernard Shaw once said, "Liberty means **responsibility**, that is why most men dread it" and that is where liberty is being taken away. We have a policy which tends toward security for the improvident at the expense of the industrious, and there is a very serious threat **in** that. To have health services, education, family allowances all provided may be good things in specific cases, but they carry with them this insidious threat to the individual's responsibility, and in his responsibility rests his liberty, because I claim it **matters** what sort of person he becomes. We don't want people to exist from cradle-to-grave. Before the war some wit once remarked, "Too many people die at forty and are not buried until 70," so I ask, "What sort of people does a true Welfare State produce?" and that **does** matter. Have any of you lent on the side of a pig sty and considered what generations of security have done to the wild boar? (laughter.)

I want liberty, the maximum possible, the maximum possible development of the individual, and that means responsibility. I leave you with some words of one of your own great preachers: "Liberty may be dangerous, but it is the safest thing we have." (applause.)

#### OUTSTANDING STUDENT SPEAKER

The outstanding debater and contest speaker of the year for the United States Military Academy was Cadet Walter C. McSherry of the Class of 1950. McSherry and his team mate, Cadet Gard, lasted until the semi-finals in the annual tournament at West Point. The night before this semi-final debate Cadet McSherry competed in the Madison Oratorical Contest at Cullom Hall, West Point, taking second. This contest was sponsored by the New York Journal and American and affiliated Hearst Newspapers.

Cadet McSherry and his team-mate George Frederick Vlisides made the debate trip of the Pacific Coast in March meeting all the



The West Point Team and Coach. Left to right, Cadet Gard, Lt.-Col. Johnson, Coach, and Walter McSherry.

main teams in the Southern California area. McSherry was later chosen to team with Cadet Gard in the West Point tournament.

McSherry began his debating career in the McAlester, Oklahoma, high school which is his home town. He is the son of Colonel and Mrs. F. D. McSherry of that city.

He is 21 years of age. Was appointed to the Military Academy by Senator Elmer Thomas. Will graduate this June at West Point, 166th in a class of 670, and will be commissioned in the Armored Cavalry and will be stationed in Germany for his first assignment.

Throughout high school and Military Academy careers McSherry has been interested in Journalistic and speaking activities. He is a Cadet Sergeant. And also served as Secretary of the Debate Council in 1948-49.

His tournament experience as a representative of the Military Academy includes the Georgetown University Tournament in 1949, where he finished 5th in individual rating, the Iowa University Tournament, Dec. 1949, where he ranked as 10th speaker. In addition to representing West Point in this year's National Meet, McSherry has made several debate tours, including one to Texas and Oklahoma and one to the West coast.

At West Point McSherry has been connected with the Glee Club, the Debate Society, and The Pointer, the

Corps Magazine and the plebe track team and the French Club. McSherry is best known at West Point for his speaking and debating ability.

Among the guests at the West Point tournament McSherry soon became a general favorite. Besides being a genial host, he was recognized as one of the main competitors in the tournament. It was easy for the guests to discover the pride the West Point Debating Society took in McSherry and his team mate, Cadet Gard.

Senator Cain, who was present at the Hamilton Oratorical Contest, announced that he was so pleased with the speech made by Walter McSherry on James Madison that he was having it reprinted in the Congressional Record when he returned to Washington.

McSherry is a modest, unassuming young man with an endearing smile, who seems to embody personally the spirit of the West Point Tournament.

Prof. Robert D. Clark of the Speech Faculty of Oregon University and E. Ray Nichols, Jr., are both on leave this year. Prof. Clark will study in the East and Prof. Nichols will reside at 11103 Rincon, Whittier, Calif.

Prof. Theodore Hatlen has just returned from a summer in Japan to resume his work at Santa Barbara State College this year. He reports a most interesting summer spent in Japan at a most interesting time.



# College Handbook Division

Edited by Egbert Ray Nichols

## A NON-COMMUNIST INTERNATIONAL ORGANIZATION

Unofficially, and this is written without official notice of the 1950-51 college debate question, the winning question is reported to be: Resolved that the non-communist nations should form a new international organization.

Without previous study or any investigation of possible material the following comments are chiefly personal reactions. As they might prove helpful to some one they are given for what they are worth.

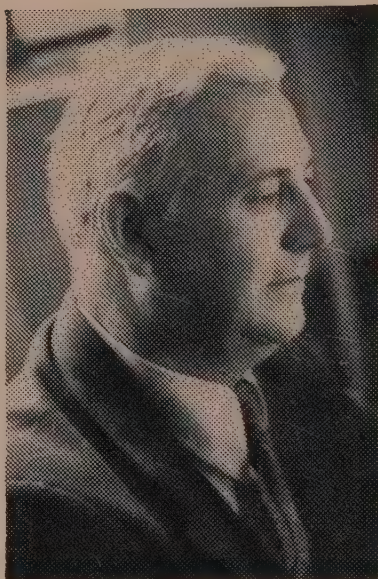
First: How did we happen to get this question? When I look at the group from which it was chosen, I realize that it was inevitable. The Brennan plan is on the way to oblivion. The president's point four program is not now very exciting. Discontinuing a policy of deficit financing is impossible now as well as unattractive. But on the other hand we are all of us boiling over with indignation at Russia and Communism, because of recent events and these made the choice inevitable.

Anyway, before the Korean war and before Malik's August antics in the U. N., which have just made the affirmative of this proposition, a lot of us wanted to debate Communism in some form. At West Point at a meeting presided over by Glenn Capp, Chairman of the question committee this year, it was generally agreed that if the right statement was found, communism was the subject we all wanted.

As far as I am concerned an excellent statement was found. Recent events have confirmed and justified its choice. I congratulate the Committee and its Chairman. They could not have done better, and a little recognition of their sagacity now, will help repay for the hours of worrying they spent last spring trying to figure out a possible debate question.

There certainly is a case for an international organization, I almost wrote "World Organization" but remembered that that would be the Negative now, against a limited or international organization.

Malik, of the Russian type of mule-like disposition, has been quite busy lately proving the case for the



Egbert Ray Nichols  
University of Redlands Speech Dept.

affirmative. The Korean War, with its obvious Russian instigation and abetment is positive proof that there cannot be a world organization devoted to maintaining peace. According to Russian psychology war is peace and lies are truth, and the U. S. is a villainous aggressor. Obviously there cannot be harmony in a one-world organization. Because there are two worlds, one where truth is truth, aggression is aggression, and war is war, and another where the exact opposite exists, where communism reigns, and where all normal thinking is upside down—a sort of upside-down world—braying jack-ass threats to civilization. The case for the affirmative seems so obvious in the light of actual fact, that most of us take it for granted now, and forget that we are fighting for the U. N. For those of us who are affirmative minded, the daily newspaper for the last two months (July and August) and the records of the United Nations for August are our chief reliance in material and proof. The evidence that we shall need is there. It is not theory or suspicion or cold war. But

absolute fact, hot off the firing line.

Now in order to have a debate there must be a Negative. What is it? First, there is our old dream of a World Organization for peace. The U. N. is worth fighting for—then it is worth preserving. Russia defeated may at least subside somewhat. It would probably be better if Russia kept on with her antics in the Security Council for we would know her current psychology and intention. That would be better than surprise thrusts entirely in the dark. At least we could keep her in the limelight where the judgment of the nations could be passed upon her and her actions. Why give up that advantage?

But the U. N. would be a big sham! Yes, as far as maintaining peace was concerned, but it would still be a place of records and attitudes; it would still be a place of judgments. If we must live with Russia in this world any way—even if divided—wouldn't it be better to keep a council board where we could meet and talk. But the talk would be lies and insults! Yes, but we are big enough to take that. Moreover, the U. N. is our only chance to refute the lies and the cold war misrepresentations. Much of the world does not understand and Russia is winning the war of lies, because our Voice of America is so weak. We really need the U. N. to set things straight and to maintain an honest and faithful record.

We should not forget that as long as there is a place to meet—a table to hold a conference over, there is still a hope to maintain peace. War may be inevitable, but without the U. N. it is doubly inevitable.

Again, war is not likely—Russia really doesn't want war with us. As long as there is a Korean or a Chinaman to incite against us, Russia will not war against us. Her idea is to wear us down, to win without striking an armed blow against us. In such a situation it is to our advantage to keep Russia where we can get her current ideas and psychology. It is also to our advantage to expose her, as we can in the U. N., to the judgment of mankind. Alone, with the nations that adhere to us, we cannot influence the neutrals as we can now. The time has come to consider the opinion of mankind, to fight the propaganda and psychological war. Division leads only to

Turn to Page 138



# High School Debate Handbook

Edited by Hugo Hellman, Marquette University

## THE HIGH SCHOOL DEBATE TOPIC

By Paul A. Carmack

Speech Dept., Ohio State University,  
Columbus 10, Ohio

The "welfare state" debate topic for the 1950-1951 school year has already occasioned considerable debate and argumentation. Many people have felt that it is "different", at least, and that it is no ordinary or conventional proposition. Yet it should be familiar, for it arose out of the history of debating the N. U. E. A. (National University Extension Association) debate topics since the year of 1928. It indicates also that the N. U. E. A. topics have reflected issues which are important to the citizens of our country during those years.

The topic was first suggested by one of the committees which was asked to prepare a report for the N. U. E. A. section of the Speech Association of America annual conference, held during the last week of 1949 in the Stevens Hotel in Chicago. The committee had a "special commission" of work to perform and report. The members were asked to survey and study all the N. U. E. A. debate topics which have been debated in high schools. Topics were given a rating of "0" to "5". Topics of questions which had no further value as arguable propositions, topics which had been used too recently and topics which held no present interest were given low ratings by the committee members. All topics receiving a unanimous "0" were dropped from consideration. Further criterion checks eliminated other topics until those with a rating of "2.5" remained.

Strangely or not, all of the topics rating from "2.5" to the one topic with a "5" rating had a common characteristic. All dealt with some proposal wherein the federal government extended its power to do something or other and many of us remember that one proposal\* stated that "the power of the federal government should be increased." (1940-1941). Other topics favored propositions wherein the federal government should provide medical care, arbitrate labor disputes, own and operate the railroads, require

peace time military training, and similar extensions of federal power.

If we synthesize the intent of many of these proposals, we have the sum total of much increase in the power of the federal government. In other words, the federal government will have taken much responsibility for the provision of many of the securities desired by many American citizens. Coincidentally, or not, this summation will be recognized today as a current issue, "the welfare state". So the selection of the topic, to be used this year, is a national outgrowth of the debating done in high schools since 1928. To this point all seems to be a quite natural thing for the N. U. E. A. to accept this result as one of the topics to be offered for balloting. At one time, in the series of meetings at Chicago, there was an enthusiastic and nearly unanimous approval of this topic over all other topics proposed.

But problems arose when the wording committee tried to frame a resolution. This committee continued to work with this difficult task for some time after the high schools voted to use it as the next topic for debate. Under the leadership of Bower Aly this group explored every possible wording and the implications of each suggested wording. The present wording was accepted as the best of the choices. Since many citizens feel that we already have features of the welfare state, the resolution could not propose that we now adopt the welfare state. The use of the word "reject" seemed to make it come nearer to a proposition which would be fair to both the affirmative and negative teams. At first glance, it seems then that we have a negatively stated question, wherein the usual position of the affirmative is reversed. This is not necessarily the case. It may, like the question itself be a sign of the times pointing a new era in debating or in debate question wording.

The writer does not pretend to speak for the wording committee, nor does he expect to be prophetic, but we may see more debate topics worded in this manner. It could come about in this fashion. In the



Hugo E. Hellman

past the affirmative have usually proposed that a bold new action be taken. This placed the affirmative in the position of proving the "liberal" proposal and the negative taking the more "conservative" stand. But in recent years many of these "liberal" views have been accepted as the normal course of affairs. Consequently if the affirmative is to take the "bold new action" away from present liberal trends they may find themselves in the position of "rejecting" or "opposing" that which they regard as a runaway tendency toward too much liberalism.

James H. McBurney, the president of the Speech Association of America, in his speech before the annual conference of the organization, spoke of the "Plight of the Conservative in Public Discussion". Dean McBurney was concerned with the defeatist attitude of the conservative in discussion. He says that these conservatives need "articulate spokesmen."<sup>1</sup>

Again this welfare state topic collides with the contemporary. First, this synthetically created omnibus topic reflects one of the greatest issues which the American people are called upon to "accept" or "reject", and second, it is involved in the dilemma facing the present day conservative. Debaters and debate

1. McBurney, James H., "The Plight of the Conservative in Public Discussion", The Quarterly Journal of Speech, April, 1950, p. 164.



coaches are not prone to shrink away from either type of challenge. Since the "welfare state" issue is up for debate by all citizens, debaters can help inform their parents and others on the meaning of the terms.

The meaning of the whole concept of the welfare state is difficult to define but that is not a sound reason to avoid meeting these difficulties. If the debating to be done by the debaters is of high quality, they may have their greatest opportunity in recent years, to inform and clarify the topic. A healthy respect must be had for the difficulties and pitfalls but the reward should be greater. Further it may provide a training ground for better spokesmen for the conservatives. It may be the opening for the "bold action" plan needed to extricate the present day conservative from his "plight". Conservatives are rather tired of being branded as complacent. One conservative recently said, partly in jest and partly in defiance, "Henceforth I plan to take an extreme middle-of-the-road position."

All this means that the affirmative can plan to interfere in a present course of events, if they believe and prove that we are in a trend which will lead to a welfare state in the United States. They can oppose this status quo and propose a change.

Bower Aly<sup>2</sup> believes that the topic for this year can be treated in the conventional manner by both teams. If the topic is a new approach in wording, if it is difficult enough to cause considerable frustration to the debater in trying "to pin it down", or if the affirmative now seems to favor conservatism, none of these reasons make it a bad proposition for debate.

The debaters have a choice of many positions on both sides of the question which they may take on this omnibus topic. But despite the many problems of debating this topic, it should be a very rewarding debate season. Because of widespread public interest and desire for information, the debaters may appear before more audiences than ever before. If debaters do not quibble too much, for it is a great temptation on this resolution, the debaters of this season have an opportunity which is worthy of great effort. By the end of the year, we may all say it is one of

<sup>2</sup> Editor of the N. U. E. A. Handbook.

the most difficult propositions we have ever had, but it is the best topic we have ever debated. Don't take this opportunity lightly.

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R. W. Davenport, "Greatest Opportunity on Earth; American Business Can Provide Alternative to the Welfare State," Fortune, Oct. 1949, p. 65.

L. W. Mayo, "Conflict or Partnership? Government and the People," Survey, Feb. 1949, p. 72.

"Must Mr. Truman Review New Deal Class Conflict?" Sat. Eve. Post, Aug. 13, 1949, p. 10.

"Hoover's Warning; Speech at Stanford University," Newsweek, Aug. 22, 1949, p. 14.

"Fair Deal is Part of Truman's Propaganda Mill," Sat. Eve. Post, July 30, 1949, p. 16.

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(The above source materials were reprinted by permission of Dr. William E. Utterback, Editor of Let's Discuss It.)

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Ladies Home Journal, April, 1949, pp. 11-12 ff.

See Recent Issues of Nation's

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New Republic, Jan. 10, 1949, Sec. 2 (24 page section shows how it can be realized).

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Newsweek, Jan. 17, 1949, p. 17; April 25, 1949, p. 100.

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Survey, April, 1949, pp. 207-210 ff. Town Meeting pamphlets, Nov. 1, 1949; Dec. 20, 1949.

U. S. News, Jan. 4, 1949, pp. 15, 16, 19, 21; Oct. 14, 1949, pp. 10, 20.

The Nation, Jan. 21, 1950, p. 54.

#### **Books:**

Dillard, Dudley, Economics of John Maynard Keynes.

Griffin, Clare, Enterprise in a Free Society.

Klein, Ernest L., How To Stay Rich: The Story of American Democratic Capitalism.

Lauterback, Albert, Economic Security and Individual Freedom—Can We Have Both?

Orton, William A., The Economic Role of the State, University of Chicago Press.

Rosenforb, Joseph, Freedom and the Administrative State.

Schlesinger, Arthur M., Jr., The Vital Center.

#### **NEWS NOTES**

Brother Alexander of Sacred Heart High School, San Francisco, California, heads the NFL coaches with 762 points in the May issue of the Rostrum.

Pennsylvania is the NFL District leader in the May issue. Eastern Ohio is second, and New Jersey, third.

Kenosha, Wisconsin, gets the enthusiastic thanks of the NFL world for the admirable way in which the 25th anniversary convention of the NFL was entertained.

Ralph Robb, former director of debate at Northwestern Louisiana State College at Natchitoches, has been appointed acting president at Louisiana Polytechnic Institute at Ruston, La.

Frank Funk has been appointed as instructor in speech and program director of the Radio Workshop in the Speech division at Lehigh.

The University of Tennessee debaters won the Tau Kappa Alpha meet at the University of Alabama, defeating the University of Arkansas in the finals 3-2.



# Department of Discussion

Edited by Wayne N. Thompson, University of Illinois, Chicago Division

THE first feature that impresses any observer of extracurricular activities is the spottiness of the record. Here is a high school that annually wins the state championship in debate or comes close to doing so; here is one with an outstanding record in speaking for community service; and here in another county is a school that year after year produces an excellent mixed chorus.

One factor responsible for these fine programs, which unfortunately are few in number, is a sympathetic and enlightened school administration, but a more significant item is the talent and the energy of the supervising teacher. In the school with the strong debate program there will always be found a man or a woman who believes in debate, who is able and well trained, and who gives his time and talent freely.

## I

The first requisite for a successful program in discussion, therefore, is a well trained, energetic teacher who believes that the activity is worthwhile.

This point comes first in the article, because the writer is tired of the complaint, "It just seems that students at Central High aren't interested in public affairs. Pep rallies and dances seem to take up all their time." The plain truth is that if the program in discussion is a failure it is because the teacher is a failure. He may not be adequately trained, but more probably he lacks the necessary enthusiasm and willingness to work.

It is at this point, if at all, that discussion and debate come into conflict. Even the most energetic forensic director can do only so much, and in his zeal for debating he may make discussion secondary—something to do with a minimum expenditure of time and an activity for students who have failed to make the varsity in debate. In such a climate, the work in discussion cannot be expected to thrive, for quality depends upon the native ability of the participants and the training that they receive.

An application of the following recommendations would alleviate this central problem, the lack of

competent direction: (1) Superintendents, no matter how small the school, should employ at least one teacher who is competent to direct the forensic program. The usual administrative objection that they do not have teachers who can take charge of forensics is not well founded, for supply in education, as elsewhere, follows demand. The question is one of relative values: If it is feasible to recruit teachers with the understanding that they will direct plays, coach athletics, or supervise musical groups, then it is possible to have a teacher-forensics director on even the smallest staff.

(2) Superintendents in the larger units should assign one instructor to debate and another to discussion. (3) Forensic directors should budget their time so that they give adequate training in discussion, and they should guide the individual student so that he desires a balanced program. The popularity of an activity depends primarily upon the attitudes, inner and expressed, of the faculty member. (4) State leagues should establish regulations that discourage one-sided participation. They might declare all high school seniors ineligible for debating, or they might sponsor discussion the first semester and debate the second. This final recommendation could be made effective by withholding the proposition until the Christmas holidays.

## II

Energy and enthusiasm, however, are not enough to bring about a successful program. Skillful promotion and sound educational aims and procedures, also, are required. Energy without direction is waste, and enthusiasm without knowledge produces froth instead of substance.

This present article will not deal with the knowledge that the teacher must have, for there are many books and articles on the purposes and the techniques of discussion. Instead, the emphasis here is upon the need for communicating this information to the students.

Too often, teachers cheapen the activity. "What is discussion?" a student asks. "Oh, you read a little bit about the topic and sit down and



Wayne N. Thompson

talk about it with others," is the answer. "Is it much work?" another student questions. "Well, some work," the teacher admits, "but it doesn't take a lot of time like debate."

Such a teacher is bound to secure only mediocre results. Discussion will be as useful as debate only when we regard the two disciplines as equally important, time consuming, and intellectually exacting. The better answers to the two most common inquiries are: "Discussion is a means of studying problems. It takes time to learn how to discuss, but a lot of high school students have learned to do it well"; and, "It takes work if you want to do a good job. You must be informed, and you must learn the techniques of group speaking. I think that it is worth the effort."

The teacher who has the attitude that discussion is hard but worthwhile discourages some students, but not the really good ones. On the other hand, the result of cheapening the activity is mediocrity and frustration. To hold the interest of the able student, the instructor must challenge the best that is in him, provide effective teaching of tech-



niques and subject matter, and produce meetings that are stimulating and intellectually satisfying.

Half-way teaching of discussion produces poor work, just as half-way teaching of debate results in a weak program. Only by aiming high can the heights be attained.

### III

This stress upon intellectual quality in no way denies the need for energetic promotion. All activities require publicity — posters, black-board notices, assembly announcements, newspaper stories, and person-to-person communication. This final medium, which deserves more attention than it receives, is the most important of all. Students participate because a colleague, a teacher, or some other adult recommends the activity, and they maintain their interest in proportion to the encouragement that they receive. Experienced directors of forensics each year prepare lists of prospective participants and arrange to see each boy or girl personally. Then, as the season proceeds, they utilize every available opportunity—chance meetings in the hall or on the street corner—to inquire about progress and to indicate their interest in the individual.

All programs should be fully advertised. Boys and girls like to see their names in print; they like to feel that **their** activity is the center of attention for an afternoon or an evening. Discussants should receive the same all-school recognition as basketball players and hurdlers. They should be introduced at school assemblies and publicly honored at the end of the year. Such promotional activities may not be education, but they are handmaidens to education.

Moreover, showmanship can enliven programs without vitiating educational values. Junior town halls and mock sessions of the United Nations, complete with flags and signs labeling the delegations, are highly successful. Somewhat less pretentious is the planned discussion, which may be a real or a simulated radio program. Here the participants meet beforehand to plan a meeting that will be well organized, informative, and interesting. A respected, well liked adult can add prestige to the occasion by introducing the program, serving as moderator, or speaking at the close.

The contest is another useful device for motivating preparation. Presenting awards, announcing winners, and choosing interscholastic representatives dramatize intramural events. County, regional, and state meets, properly managed, provide valuable educational experience, set standards that exert widespread influence, and provide goals for many more students than the number that reaches the "finals." Admittedly, competition sometimes produces results that are contrary to the overall purposes of discussion, but the fault lies not in the contest but in the coaching, the judging, and/or the management.

### IV

Finally, both educational objectives and promotional expediency dictate that discussion be carried on not as an occasional event but as an organized program. Just as frequent participation contributes to the development of skill in debate so does the number of speaking opportunities play a part in mastering the complexities of discussion. Preparation, instruction, and criticism, of course, must accompany practice, but in evaluating we must remember that anyone who is in his first, second, or third discussion is still a novice. Many critics overlook this point and compare a boy in his thirtieth debate with a young man in his second round table. Their observation—that the former student is the more skillful—is accurate, but the inference that discussion is an inherently unsatisfactory forensic form is invalid.

The arrangement of the program, moreover, is as important as the number of speaking opportunities. At the beginning of the semester the instructor should draft and publicize plans which combine educational soundness with motivating rewards. Intramural events, with their accompanying preliminary instruction and terminal critiques, can serve as tryouts for public presentations or interscholastic meets. Another procedure is the development of a "sweepstakes," in which preliminary discussions culminate each month in a public presentation by those ranking highest in the trials. Appropriate recognition is given to the monthly winners, but the sweepstakes honors go to those with the best cumulative records. A third plan is to base the annual awards

of keys, medals, or letters upon the number of points earned by (a) attending meetings, (b) taking part in programs, and (c) attaining a high rank in contests or festivals. In short the plans for the semester or the year should aim at encouraging the student to remain with the program long enough to attain proficiency.

### V

Underlying the preceding four sections is a basic assumption: that discussion has a place in the forensic program and that, given intelligent direction and sufficient emphasis, it is an activity of high quality. This article does not contend that discussion should supplant debate, oratory, and extempore speaking.

Instead, its aim has been the outlining of four requirements for a high-quality extracurricular program:

1. The teacher must believe that discussion is worthwhile, be well trained in the activity, and be willing to give freely of his time and energy.
2. The student should be taught that discussion demands his very best.
3. The program should be skillfully promoted.
4. The program should be planned so that the student participates a large number of times. Such a complex skill as discussion can be mastered only by instruction, preparation, criticism, and much guided practice.

### NEWS NOTES

The Third Ohio Annual Speech Conference is scheduled for Oct. 14, 1950. The conference will be held at the Deshler-Wallick Hotel in Columbus. All the main Speech groups will be represented at the sessions, and the Public Speaking session is planned to be of interest to debaters.

Duke University is enjoying its new theater located in the Branson Building on the Women's College Campus. Branson was formerly a unit of the College of Engineering but has been completely redesigned and renovated to accommodate drama and speech groups at Duke.

Purdue University held a three weeks' workshop for forensic and drama teachers from June 23 to July 14 this summer.



# Special Feature Division

Presenting Michigan State University, Ann Arbor, Michigan

## SPEECH ACTIVITIES AT THE UNIVERSITY OF MICHIGAN

By Edd Miller and  
Raymond Nadeau

**T**HE Department of Speech of the University of Michigan was founded in 1892 by Professor Thomas Clarkson Trueblood, who at the age of 94 still resides in Ann Arbor. Among the leading universities, the University of Michigan was the first to offer credit-bearing courses in Speech and the first to establish a department of Speech. From its original offerings in public speaking, debating and interpretation, the department has broadened its curricular study to include play production, speech science, and radio-television. In the field of graduate study the degrees of Master of Arts, Master of Science, Doctor of Science and Doctor of Philosophy are offered in Speech. The physical equipment of the Department has expanded from one classroom used for all courses in the department in 1892, to the present facilities which include not only a number of classrooms in various University buildings but also a theater, broadcasting studios, a phonetics laboratory, and a speech clinic.

Under the chairmanship of Professor G. E. Densmore, the department has shown great expansion in recent years. Speech enrollment for the school year 1949-50 was over 4500 student elections. During the same year, the department graduated 109 students with the B. A. in speech, 30 with the M. A. in speech, and 3 with the Ph.D. in Speech. The staff of the department during the 1949-50 year was made up of forty-six full-time members.

Curricular work in the department is organized under the following divisions: public address, radio and television, speech science, speech correction, interpretation, theater, and pedagogy. In connection with these course offerings, various extra-curricular activities have evolved. In the field of theater, the department presents six major three-act productions during the school year, as well as four bills of one-act plays. Radio programs,

ranging in type from news-casts to dramatic programs are presented daily over the University station and over commercial stations in Ann Arbor and Detroit. During the past three years, the department has been active in presenting television shows over Detroit television stations. The speech clinic, in addition to a full program of teaching and research, operates a very active out-patient clinic, in which last year more than 500 people were served. Special in-patient groups are maintained, also, including a large group of aphasics.

As a service to high schools in the state, the department sponsors three clinics during the year. A high school debate clinic held each year early in the fall attracts regularly over 500 high school debaters for a discussion of the high school question and of debating techniques. A theater clinic, likewise, regularly draws a group of 500 or more high school people for a discussion of problems in connection with producing the high school play. The radio clinic, set up primarily for teachers of radio, attracts teachers from 30 or 40 schools each year.

Thus in many and varied ways the department attempts to serve not only students on campus, but the people of the state.

### Debating at Michigan

The approach to debate at Michigan is different from that of most major universities. We have become convinced that contest debating, with its inordinate stress on the performance of the individual student, does both debating and debater a distinct disservice. Consequently, this aspect of the forensic scene has been undergoing a steady metamorphosis for some years. During the 1948-49 season, twelve Michigan teams participated in twenty-seven inter-collegiate debates, including one with the University of Cambridge that drew an audience of twelve hundred. During the 1949-50 season, the same number of teams took part in thirty debates, including another equally popular international debate with speakers from the Universities of Edinburgh and Glasgow. None of these debates was

followed by an official decision; audience shift-of-opinion ballots were used in twenty-six instances in the two seasons.

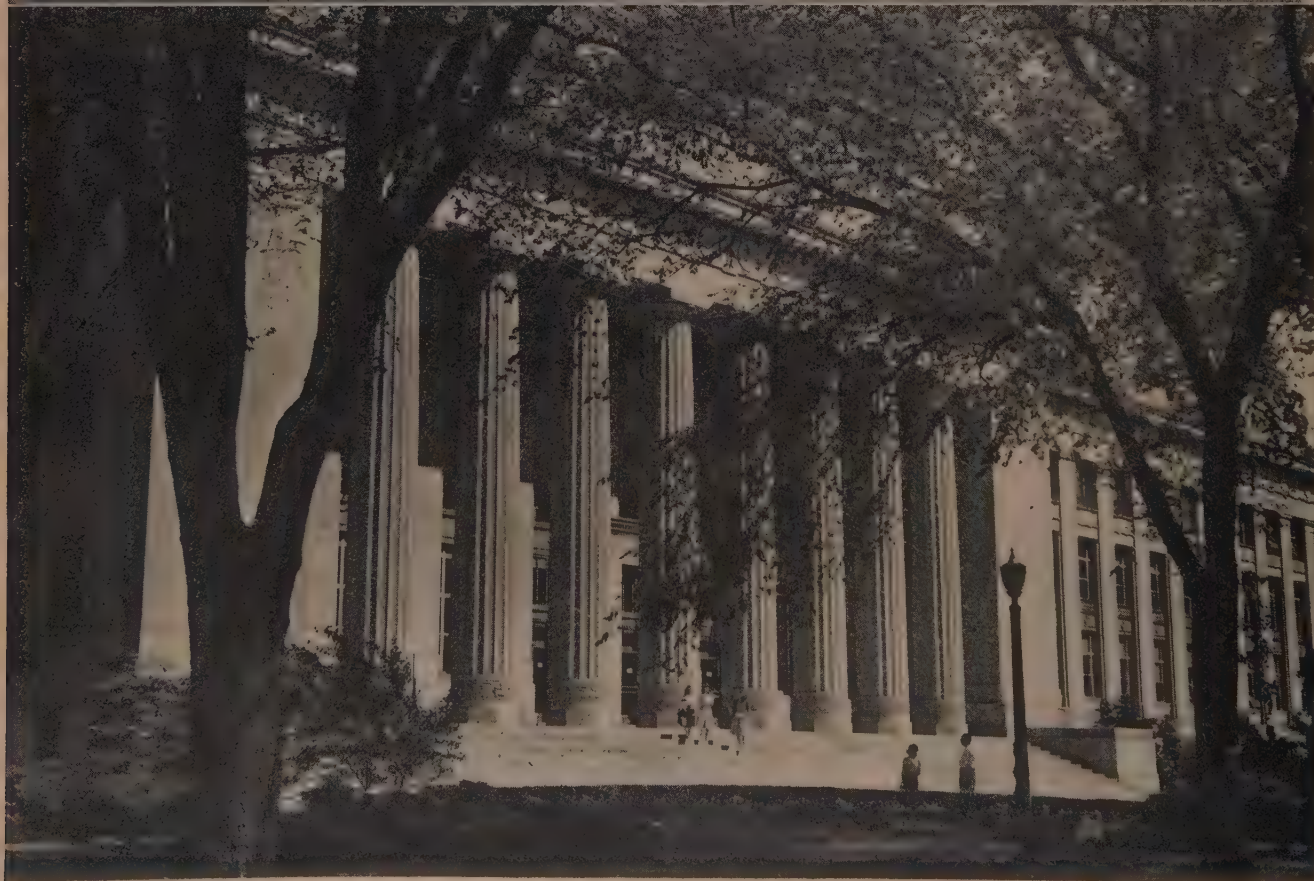
During the months of October, November, and December of 1948, fifty-two debaters (of an original eighty-three) appeared in thirty-four "public service engagements" — high school assemblies, community service club meetings, radio programs, and one television appearance. In the same months of 1949, fifty-seven debaters (of an original ninety-two) appeared in thirty-eight similar engagements. This brief picture of our debate activities in two typical years demonstrates that we do not single out a few "naturals" for use as showpieces. We give more students an opportunity to debate than would ever be possible under the pressures of intense competition, and we are able to place the emphasis where we believe it belongs, on the subject under consideration.

To those who question our position on competitive, judged debates, our answer is that we are always happy to welcome debaters from any school, large or small, on the Ann Arbor campus. We do not take extended national tours with one or two teams, because we prefer to travel often with different teams. For instance, Michigan debaters made nineteen trips within a radius of two hundred miles in the 1948-49 season. University and college teams from Cornell, Wayne, Toronto, Michigan State, Boston, Cambridge, Western Reserve, Rutgers, and Purdue are certainly worthy opponents, although we put just as much value on our relations with smaller schools like Denison, Kent State, Alma, Albion, Heidelberg, and Bowling Green. As we see it, the subject comes first and the size of the competing schools is of minor importance.

In keeping with our conviction that debate has its major value in the common discussion of a vital question with the people affected, our debaters always debate before audiences; the audience total for the past two seasons approaches twenty thousand. In addition to this insist-

Turn to Page 143



















#### PICTURE DESCRIPTION:

1. One of the newest buildings on the campus of the University of Michigan is the Administration Building. The top floor houses the radio stations of WUOM, the University's FM broadcasting station.
2. Angell Hall, probably the most photographed and famous of Michigan buildings, houses the Departments of English and Speech, as well as Political Science, History, and some other departments in the College of Literature, Science and the Arts.
3. This picture was taken at the Banquet held at the Michigan Union for the persons attending the 1950 Summer Speech Conference at the University of Michigan.
4. Scene from "A Family Portrait," a biblical play produced by Play Production of the Department of Speech, University of Michigan. This was one of several plays presented by this group during the Spring Semester, 1950.
5. Here is a practice session of speech students presenting a radio program. The radio studios of the department were in the process of being remodelled when this photograph was taken.
6. This exhibition debate was presented by students of speech at the University of Michigan for the Summer Speech Conference attendants.
7. Ann Arbor — Institute for Human Adjustment and Speech Clinic at the University of Michigan.
8. Individual instruction and assistance is given persons with speech defects at the Speech Clinic, University of Michigan, by students of speech correction and faculty.

# Department of College Oratory

## ON ORATORY

By William C. Lang\*

Before one is prepared to write an oration, a subject must have been found which one is vitally interested in communicating effectively to an audience. The choice of subject should run deeper than simply that it is a "good" subject. The element of sincerity and earnestness, so necessary in effective oratory, can best be aroused in speaker and audience by the firm conviction that what is being said is significant, deeply significant to the speaker.

The subject should be developed with special emphasis upon the validity of content and expertness of expression. Oratory is not just an opportunity to be emotional. The material used should have been secured through genuine research efforts. It ought not to deal only with the extremes while ignoring the general patterns of the subject which it seeks to discuss. The oration should give every evidence of very careful and exhaustive thought.

An oration must give careful attention to literary style — the construction of its sentences and paragraphs. The vocabulary ought to be exact in connotation and meaning and used with an artistry.

After an introductory statement,

the audience should be presented with the subject or problem for discussion. As the speech progresses, its organization should work toward a climax which will call from the speaker his best efforts of communication and result in the audience's deepest response. From the climax, the oration descends rather rapidly to its close.

If it is a problem oration the exactness of the solution ought not to be over-emphasized since complex problems of life are not solved in five hundred words or less.

A final effort in weaving a complete unity into the tapestry of the speech will come with the conclusion. It will make special effort to unite all that has been said so that the audience may well remember the dominant ideas.

In delivering an oration, one must place primary emphasis on a lively sense of communication. Since communication rests basically upon the conversational mode, let spontaneous bodily movement and a most direct relationship between the speaker and audience be the mark of the orator as he speaks. He should also strive to a well-modulated voice, free from rhythmic patterns, face and body reacting quickly to the mood and thought. A sense of humor that carries the quality of human understanding even into the most serious parts of the speech will mark the effective speaker.

When the orator has completed his presentation, the members of the audience ought to feel that they

have listened to a discussion of a subject well worth hearing by one who knew well that of which he spoke. The speaker will have communicated with the audience in such a way that it forgot that the speech was an oration and rather felt it was listening to the out-pouring of deep, soul-stirring conviction.

## JAMES MADISON AND THE AMERICAN IDEAL

By WALTER C. McSHERRY  
Class of 1950, West Point Military Academy

During the early days of our republic giants walked the earth. Our young nation was fortunate in having such men to guide its destinies as George Washington, Benjamin Franklin, Patrick Henry, Thomas Jefferson, Alexander Hamilton — to mention merely a few. And among the greatest of these was James Madison. He had a very long and distinguished career in service to our country. He drew up our Bill of Rights, was a leader in our first House of Representatives, founded one of our first political parties, was Secretary of State under Thomas Jefferson, negotiating the Louisiana Purchase, and finally served for two terms as President of the United States, guiding our young nation through its most critical period, the War of 1812. Yet it is for none of these great achievements that James Madison is remembered—his name comes down to us for the first great achievement of his life, his work in

\*Professor William C. Lang was formerly Director of Speech Activities at Yankton College. He is now a member of the faculty at Iowa State Teachers College. The above article appeared in the 1949 volume of *Winning Orations*, Speech Bulletin of the South Dakota Speech Teachers Association.



the Constitutional Convention of 1787.

Let us go back to that year and consider the situation which confronted the delegates to that convention. The thirteen American colonies had emerged from the revolution as thirteen separate sovereign states, with their own governments, their own currencies, their own tariffs, their own petty jealousies. These thirteen states had never agreed under the Articles of Confederation, and yet this convention was to reconcile the differences of these thirteen disunited states and mold them into one nation. This was certainly a task for great men. And great men were present at Philadelphia. George Washington, who was Commander-in-Chief, had led the revolutionary armies to victory, was there; the wise and experienced statesman, Benjamin Franklin, then 82 years old; Robert Morris, who had financed the Revolution; John Rutledge, Roger Sherman, Gouverneur Morris, and many other men of wide experience and reputation. Yet to none of these older and more experienced men was there accorded the leadership of the Convention. That position was held by James Madison, a man with little experience save in the Virginia State Legislature, a man unknown outside his home state, the second youngest delegate at the convention. It was this young man whose work at the convention earned for him the title of "the Father of Our Constitution."

It is fortunate for us today that James Madison guided the making of our Constitution. For he was a young man, who built a document for the future in which he was going to live. He was looking forward to the ideal of a great and united America, not backward to the experience of the Revolution. His was a young and adventurous spirit which looked to the future, and built a Constitution to endure. And the value of his vision has been proven—that Constitution has endured longer than any other written document under which a nation exists today.

Our nation needs more Madisons—more young men who look forward to growing America and not backward, to rest on past achievements. Perhaps we as a nation find ourselves today committing the error of looking backward. The cry today is not the cry of James Madison,

not the cry of a young and adventurous spirit. It is instead the cry for security: our unions for non-contributory pensions, our electorate for social security, unemployment compensation, subsidies for particular groups. Our economists tell us that our economy is "mature"—in effect, that we have gone as far as we can go. Our philosophers tell us that we should be more concerned with the distribution of what wealth we have than with the creation of new wealth. Our citizens are apathetic toward their blood-bought right to vote, and then tend to use it in favor of the party that can give them the most promises. Each of these "programs" may be fine in themselves, but are not they all symptomatic of a nation which is looking backward, which has stopped its headlong progress, which is resting on the achievements of its

great and glorious past? Yes, we are in need of more Madisons, more young men—you and me—to take an interest in our government and to help build for that future in which we are going to live.

Perhaps the most fitting tribute paid to James Madison was that of Fisher Ames: "Here was a man to whom principles came first." To us also should come first that principle which James Madison cherished: the principle of liberty, and not the desire for security. It was that principle which underlaid the young and adventurous spirit of James Madison, a spirit which never said we have gone as far as we can go, a spirit that was the great American dream, that is the great American dream, and that always will be the great American dream—so long as there are Americans who believe in it.

## Extemporaneous Division

### DRAW THREE\*

B. W. Hope,  
Marshall College

At the last extemporaneous speaking contest I judged I heard a contestant say, "Extemp's a good contest—but it's too bad it can't be better."

I think I know what he meant. Extemp is a good contest. But I think that participants, coaches, and judges alike often get the feeling that it somehow doesn't measure up to its potentialities. It's good—couldn't it be better?

Well, what's wrong with it? And then—what can we do about it?

My opinion on what is wrong with extemp can be summed up in three harsh adjectives, which will be properly qualified in due course: extemp is unrealistic, uninteresting, and unfair.

Extemp is unrealistic. Our speech contests are supposed to correspond to real life speaking situations. In that lies their appeal to the student, and their value as training procedures. What is the parallel in real life to this "draw three topics—prepare one hour" procedure of the extemp contest?

If you wanted to explain the extemporaneous speaking contest to

someone who knew nothing about it, to what situation within his experience would you compare it? The only comparable procedure I can think of is that of the oral examination. And I'm sure that that's about what it looks like to the extemp speaker preparing for the contest for the first time. You study a subject, you are given a question, you prepare an answer and deliver it orally. If the contest is the kind in which the use of materials is banned or restricted, or where contestants are penned up in a room under a proctor while they work out their "answer," the resemblance to the examination situation becomes even more striking—and oppressive.

Now, as the contestant learns, the contest is a very different thing from an oral exam, and it is not nearly as unrealistic as it looks. These artificial restrictions are not like those of real life—but they do enforce the use of the speech skills that are needed in the real life speaking situation. Still, the restrictions are artificial, and arbitrary, and they still look and to some extent are—unrealistic.

"Uninteresting" is a relative term. But because the extemp contest is unrealistic, because it seems artificial, because it lacks the unity and direction of real life speaking, it does fail to achieve the interest we'd

\*From the May, 1950 number of the Forensic of Pi Kappa Delta.



like a good speech contest to have. Probably the heart of the matter is that the contest speaking is **unmotivated**. In the oratorical contest the speaker is at least talking about the subject he wants to talk about—presumably the subject he wants to talk about more than any other. Why is the extemp speaker talking on his subject? Because he drew it out of a hat. The whole procedure lacks real purpose and motivation, and so degenerates into exhibitionism—of information, of organization, of delivery.

Unrealistic, uninteresting, and unfair? The extemp contest was devised to prevent unfairness—to insure that the student in a speech contest gives his own speech, and not something by the teacher or Aunt Mamie or William Jennings Bryan. But I think it has developed a special unfairness of its own, due to the “luck of the draw”.

The luck of the draw is an important factor in the extemp speaker's success, not merely because he has a limited choice of topics, but because the topics drawn are so unequal in their usefulness as speech subjects.

It is difficult to compose thirty topics in a subject field which present tasks of equal difficulty to the speakers drawing them. Some topics will be inherently interesting; others inherently dull. On some the speaker will have considerable resources of information to draw on; other topics, while perhaps equally significant, will just have been less discussed, less explored, in the materials on the subject area. You can try to get balanced topics, which will make relatively equal demands upon the speakers, and provide them with fairly equal opportunities for good speechmaking. I said you can **try**. But it's difficult to get a list which will not make the luck of the draw an important factor in deciding who comes up with the best speech.

Under this heading of unfairness and the problem of composing good topics we should also take note of one of the major difficulties in judging the extemp contest. How strictly can you hold the speaker to his topic? How can you decide whether his interpretation of the scope of the topic is a fair one or not? A contestant, speaking on “Recognition of Communist China”, delivers a diatribe on Communism, with a few in-

cidental references to China, which you suspect is a canned speech also to be used, with some adaptation, on “Outlawry of the Communist Party”, “Should we compromise with Russia?”, “The Marshall Plan”, and probably half a dozen other current topics. But still—it is a speech on “Recognition of Communist China”. I think you'll hear at least one such adaptable speech in every extemp contest that you judge.

Extemp, then, tends to be unfair because of the difficulty of getting topics of equal usability, and topics which will require a really extemporaneous speech instead of a more or less adapted canned speech.

I believe that two changes in procedure can make extemp more realistic, more interesting, and more fair. These changes are not fundamental, or involved, or even new, but I think they would help get the improvement that we need.

In the real life speaking situation most closely corresponding to the extemp contest situation, the stimulus or the speaking is not a “topic”. Something has been said or written which requires a response—and the speaker responds. And if someone else stands to speak, he does not use some unrelated “topic”—he deals with the same problem.

This, I think, indicates the nature of the two procedural changes in extemp which we need.

One: The subject in the contest should not be presented to the contestants as a “topic”, but as a full statement, the kind of statement which would bring forth speechmaking in real life—a brief editorial or speech, or a selection from an editorial or speech, or a resolution, which will not only give the speaker something to talk about, but which will give meaning and purpose and motivation to that talking.

Two: All speakers should respond to the same statement—the same resolution, or editorial, or speech.

A few possibilities for exploiting this procedure might be suggested. This subject-statement might come, not from some anonymous speech teacher, but from some one of importance in public life—from a Senator, from an authority on foreign affairs or farm problems, from a crusader or novelist or philosopher or editor.

The general subject on which contestants prepare might be just a subject field, as now (though such a

broad area as “current affairs” would probably be ruled out) or it might be a book, old or new, of outstanding significance, or an outstanding group of articles or essays on a central theme. In this case the statement could come from the author or authors.

How this procedure would achieve a greater degree of realism is, I think, clear. How it would achieve greater motivation and interest is also clear. How would it make possible greater fairness?

I believe it would result in greater fairness because:

(1) A statement of this kind, of perhaps one hundred to three hundred words, could touch the essential aspects of the whole field in a way that would make possible a good speech from anyone who was familiar with that field. Some element of chance would remain, but it would be greatly reduced. And though the statement would in a sense be broad, it would at the same time require a truly extemporaneous speech, tailored to the requirements of the situation—no canned speech would be possible.

(2) The use of the single subject for all speakers would make possible direct comparison and evaluation of speeches, to a degree that is out of the question when speakers talk on widely differing topics. This use of the single subject might require that contestants not hear those who precede them, but I think this is a comparatively unimportant objection, especially since that is true of many extemp contests now.

Procedures somewhat similar to these have been tried in minor tournaments, though I think not under the name of “extemporaneous speaking” contests. I believe that we need further healthy experimentation in this direction if the extemp contest is to realize its full potentialities as a learning procedure and a challenging, interesting experience for those who take part.

Prof. Thorrel B. Fest of the University of Colorado, Boulder, will be at the University of Wisconsin beginning Sept. 1, 1950 and may be addressed through the Univ. of Wisconsin Department of Speech.

Prof. Roy C. McCall taught in the summer session of the College of New York and returned to Eugene, Oregon, via Southern California.



# Editorial Comment

## WE VIEW WITH ALARM

Most naturally we view with alarm the turn events are taking. We don't like this Korean Affair any more than you do—it's a most disagreeable task that we face. We don't like the obvious unpreparedness with which we are called upon to face it. We do not like the threatening aspects it has of broadening out into World War III.

If the worst comes high school and college debating will suffer again an eclipse similar to the one we went through during the last world war. It took a great deal of determination and stick-to-it-iveness to save debate in the last world war. What will happen if the third world war comes? The ruin of high school and college debate perhaps. The lapse of such publications as ours because of lack of support, lack of patronage, lack of interested subscribers. We hate to face the reality of such a development, but we must be practical enough to see that it can happen. In the meantime we shall carry the ball as long as the game is possible. If we all have to take a rain check till the storm of war is over—so be it. We can't help wishing the issues could be decided on the platform instead of with arms and ammunition. As debaters we'd like to take a crack at Vichinsky and Malik and their cohorts.

## ONE CAN TALK TOO MUCH

A debater has to learn this fact. Most debaters think that the gift of gab is the big essential. But they are wrong. It is clever and convincing thinking that is essential. If some persons in high places had learned to guard their tongues, to speak logically only from evidence, and to avoid rash generalizations, apologies and their embarrassing consequences would not be in order. Democracy is founded upon free speech, but free speech must be reasonable free speech. Placing a gag upon free speech because it embarrasses one's policies and arouses debate upon public policy is perhaps a cowardly way of disposing of an opponent. If one has never learned to debate fair and daringly, he is greatly handicapped when he rises to a position of influence and leadership. The American people like a

good old debate fight—for instance the Lincoln-Douglas Affair, the Dewey-Stassen Affair. The American people believe in a good old fracas, just and earnest, with the unfair holds and questionable devices barred. They like a free fight on a free platform—They like the old expression—may the best man win—that is the American Way. One can really talk too much—unless he talks to the point—and above all he must select carefully the point he is talking to and about. If debate can contribute this sort of skill to our leaders, and we contend that it can, may debate forever have a chance in American education.

## OUR QUESTIONS

Not in recent years have we had such a pair of debate resolutions, as the two we have for the national propositions this year. The Welfare State, and a World Government or Organization without Russia and her satellites. Both of these two debate resolutions raise tremendous issues, potent decisions, and most interesting and wholehearted argument back and forth. Let us make the best of these two grand debate subjects, for, if World War III descends upon us, we may have to abandon debate for the duration. Let us not, however, do so until driven to it, for if there is anything our country needs it is trained speakers who can debate the national and world issues with skill and knowledge and understanding. If democracy is to survive, we can never have too many well trained and skilful debaters.

## CALENDAR

- Oct. 14, 1950: Speech Clinic, Los Angeles City College, North Vermont Avenue.
- Oct. 14, 1950: Third Annual Ohio Speech Conference, Deshler-Wallick Hotel, Columbus.
- Oct. 27, 1950: Los Angeles City College Practice Debate Tournament.
- Nov. 3, 4, 1950: University of Houston National Tournament.
- Nov. 20-22: Western Speech Conference Tournament, place not yet designated, probably Pepperdine College, Los Angeles.
- Jan. 12-13: Purdue Invitational Tournament, Lafayette, Indiana.

## ANNOUNCEMENTS — COUNCIL OF ENGLISH TEACHERS

As a service to schools concerned with the problems involved in the teaching of oral communication, a list of consultants and speakers who are working in the speech field has been compiled by the Committee on Speech of the National Council of Teachers of English. Consent has been secured from these teachers, according to Miss Margaret Painter, committee chairman, to serve as their duties permit at workshops, teachers' institutes, and other professional meetings held in their regions. In most instances these teachers are available for expenses and a nominal fee.

Although not all sections of the country are yet represented on the list of speakers, the number of available teachers in California is large, the committee reports, and many school administrators have been supplied with lists. Others who are planning programs dealing with speech problems may secure the names of speakers from any member of the Speech Committee, who will be glad to suggest those who have had experience in the particular phase of speech education under consideration.

Members of the English Council Speech Committee are Dr. Harlan Adams, Chico State College, Chico, California; L. L. Brink, San Francisco State College, San Francisco, California; Miss Naomi Chase, Seattle Public Schools, Seattle, Washington; Miss Lois Dillev, West High School, Rockford, Illinois; Miss Inez Frost, Junior College, Hutchinson, Kansas; Harold Huseby, Ballard High School, Seattle, Washington; Dr. Magdalene Kramer, Teachers College, Columbia University, New York City; Clarence Shoemaker, Shortridge High School, Indianapolis, Indiana; and Miss Margaret Painter, 1009 Alice Street, Modesto, California, chairman.

Malcolm Sillars of the Department of Speech of Iowa State College, Ames, is joining our staff to take care of the Department of Debate Techniques. He will welcome inquiries and comments on technical situations and questions arising in the conduct of debate.



**MICHIGAN HIGH SCHOOL  
FORENSIC ASSOCIATION  
1949 - 1950**

**By Lawrence W. Grosser**

During 1949-1950, 135 Michigan high schools debated the proposition, "Resolved, That the President of the United States should be elected by the direct vote of the people." Pre-season activity designed to aid teachers of speech in the various member high schools was amply afforded. During the month of October, the University of Michigan Department of Speech provided a week-end Debate Clinic at which faculty members presented lectures on various aspects of debate procedure. An open forum by graduate students was employed to uncover background material and the clinic closed with a demonstration debate on the high school topic. Inasmuch as the department had presented a similar program during the summer preceding the fall season and had compiled and distributed debate briefs to all high schools of the state, it was felt that adequate pre-season work had been available.

Other clinics planned by this office and carried on at central locations throughout the state lessened the necessity for travel and provided the same service in more remote areas. In addition, members of the varsity debate squad accompanied by a faculty member from the Department of Speech traveled to more than 30 high schools in the state where demonstration debates were presented and forum discussions held.

As is customary, separate competition was held in the Upper and Lower Peninsulas. In November and December in the Lower Peninsula, debates were held on a home and home basis with each school entertaining twice and traveling twice. The institution of the two-team system for each school resulted in an extension of opportunity for participation to more students as well as an increase in the total number of debates. This year 60 high schools won a majority of their preliminary debates and automatically entered the elimination series leading to the Championship Debate.

In the Lower Peninsula, Albion High School was the champion, and Plymouth High School the runner-up. In the Upper Peninsula, Manistique High School was the champion and Kingsford the runner-up. Maize



**1950 California Winners, Marshall High School, Los Angeles**



**1950 Michigan Winning Debaters**

and blue wall banners were presented by the Michigan High School Forensic Association to the winners of the district eliminations. All teams participating in the two championship debates received suitably engraved trophies as did the semi-finalist teams.

Through the cooperation of the Detroit Free Press, 500 certificates of merit were given to students who took part in one or more debates, 60 wall plaques were given to schools

entering the elimination series, and gold watches were presented to the 10 participants in the Championship Debates of the upper and lower peninsulas.

At the conclusion of the debate season, two new and outstanding events were offered representatives from the various member schools. These were the debate banquet and the scholarship contest; both offered through the cooperation of the De-



troit Free Press. At the banquet, which immediately followed the Championship Debate, were the coaches and teams from all schools in both peninsulas which had received plaque awards. The social and educational value in bringing these 200 odd students and faculty members together was felt to be paramount. In May, 18 debaters representing nine schools with outstanding debate records gathered in Ann Arbor for competition for debate scholarships. Representatives from Albion and Plymouth High Schools were awarded scholarships to the value of \$2,500. Mr. Dale Stafford, Managing Editor of the Detroit Free Press, served as chairman on this occasion.

In general the year was characterized by more extensive use of publicity media, including newspapers, television, and radio broadcasts. Excellent news coverage was afforded by the University News Service and by papers state-wide.

The second semester contests were held in dramatic reading, declamation, original oratory, and extempore speech. The state was divided into 66 districts and 114 regions. Approximately 3800 students from 230 high schools took part in these contests. This represents a decided increase over the number of participants in former years. The Michigan High School Forensic Association presented wall banners to the schools winning the regional contests, and in cooperation with the Detroit News, copies of Webster's Collegiate Dictionary were awarded to district winners.

Forensic keys were awarded to approximately 3,000 students who had taken part in the recognized activities of the Association during the year. The Association continues to be a predominant educational force in its relationship with high schools of the state, and in comparison with similar such Associations throughout the country, ranks in the upper 10 per cent in scope, organization, policy, and the like.

#### SUMMARY

Individual school enrollments	350
Schools enrolled for debate.....	135
Schools enrolled for second semester contests .....	230
Students participating in contests .....	3,800
Estimated audience during year .....	68,000

AUTUMN, 1950

## N. F. L. Annual Convention

One hundred and twenty-two contestants from 28 states attended the National Forensic League Convention held at Kenosha, Wisconsin, the last week in April. There were 24 debate teams and 25 in each of the Speech contests. The banquet or principal speech of the convention was made by Senator Karl Mundt, who is the national president of the NFL.

Adamson High School of Dallas, Texas, won the debate tournament over Marshall high school of Oklahoma in the eighth round. The



**First in Debate**  
James Slatton, Lester Robbins  
Adamson High School, Dallas, Tex.

Casper, Wyoming H. S. and Central High School, Pueblo, Colorado lost in the semi-finals. Marshal High School, Los Angeles, California, the team ranking fifth lost in the quarter finals to Pueblo-Central.

In Oratory first place was won by Grant Barnes, San Francisco, Lowell H. S. Wesley Johnson, North Phoenix H. S. was second and Carole McQueen, Nashville-Central of Tennessee, third.

Virginia Landwehr of Elgin, Illinois won the Extempore speaking contest with Jim Robinson of Blackwell, Okla., second; and Bob Good, Dayton, Oakwood H. S. third.

Carolyn Parks of Santa Rosa, California, came back to win Dramatic Interpretation for a second time na-

tionally. Myron Cole, Hurst Township H. S. Pennsylvania, was second and Frances Deming, Shrewsbury, Mass., was third.

The two contests in Declamation—Oratorical and Humorous—were dropped in order to gain permission for debate. However, two new contests were added this year, one of which has been held several times before—Radio Announcing. The real new contest was Poetry Reading. Kathryn Bowser, Springfield, Ohio, won the radio contest with Jack Rensberger, Edison H. S., Miami, Florida, second and Gerald Gorman, North Kansas City H. S., Mo. third.

First in Poetry reading was taken by Sandra Lee Kitchin, Bluefield, West Virginia, with Jo Ann Breier, Kenosha, Wis., second, and Laura Reynolds, Central High of Omaha, Nebra., third.

The National Council of NFL accepted the invitation of Alhambra, California, to hold the next National Tournament there in June, 1951. This will be the second National NFL to be held in California as Beverly Hills entertained it several years ago, in pre-war days.

Davenport, Iowa, won the Tau Kappa Alpha Trophy at the NFL Convention for having the best record of participation in National Contests. Davenport had a record of 175 national rounds for 49 con-



**Oratory First**  
Grant Barnes, Lowell High School,  
San Francisco, Calif.





**Extempore Speaking**  
**First, Virginia Landwehr, Elgin, Ill.**

tests since 1937. It was a fitting climax for the coach at Davenport, Prof. A. E. Keiber, who is retiring this year after teaching in Davenport since 1909, a total of 41 years.

In the history of NFL Nationals only two girls have won in Extempore Speaking. Before the winner this year, Virginia Landwehr, Elgin, Illinois, the former girl winner was Reba June Long of Classen High, Oklahoma City, Okla. Miss Long later distinguished herself as a double winner in Phi Rho Pi representing a Virginia Intermount Junior College, and at the Pi Kappa Delta National Convention at St. Paul where she placed high in Oratory and Extempore speaking, representing the University of Redlands.

Three of the four winners in the American Legion national oratory contest were NFL members Jim Robinson of Blackwell, Okla., who took first; Edmund Kerston, Champion High, Prairie du Chien, Wis., second; and Ross Larson, Wyandotte H. S., Kansas City, Kans., fourth.

In California Marshall High School won the first place in debate at Bakersfield in the statewide contest with two teams and had to debate at home to determine which team would represent California in the Nationals at Kenosha, Wis. The team which won Jerry Nagin and James Smith took fifth in the Nationals at Kenosha. Marshall High won the California sweepstakes cup

for the most points registered in the statewide contests.

The Southern California District N. F. L. which will entertain the next National Forensic League National Convention, numbers 19 active chapters. The majority of the chapters are members of the Southern California Debate League. A few however, such as San Bernardino are members of other leagues, such as the Citrus Belt League.



**Dramatic Interpretation**  
**Carolyn Parks, Santa Rosa, Calif.**

W. C. "Tom" Sawyer sends us word that he has left the sponsorship of the American Legion Contests for the high schools and has



**Radio Announcing**  
**Kathryn Bowser, Springfield, Ohio**

joined Freedom's Foundation to promote their Foundation Awards. Freedom's Foundation is a comparatively young organization, this being the second year that it has conducted its General Awards Program. Freedom's Foundation is located at Valley Forge, Penna., and is advertising that it has \$100,000 in cash awards for 1950, with 300 honor medals and 200 Certificates of Merit. Mr. Sawyer, who was in college days a debater on the University of Redlands squad, has joined Freedom's Foundation because of the broad range of its interests and awards. The Foundation includes 18 different projects within its field of honors, some of which are of immediate interest to our readers, such as College and high school commencement addresses, magazine articles and editorials, photographs, public addresses, etc. Any one interested in entering material for consideration should write to W. C. Sawyer, Director Awards Programs, Freedom's Foundation, Valley Forge, Penna.

Prof. Malcolm Sillars of Iowa State College, Ames, with his wife and infant son spent the summer vacation with the home folks in Southern California.

Milton Dickens has been appointed head of the Department of Speech at the University of Southern California.

Samuel Prichard of the Univ. of Maine Speech Department studied at the University of Iowa during the summer session.



**Poetry Reading—Sandra Lee Kitchin**  
**Bluefield, West Virginia**



# Speech Personalities

## NATIONAL PRESIDENT OF DELTA SIGMA RHO E. C. BUEHLER\*

**Bill Conboy (K)\***  
**University of Kansas**

Twenty-five years ago, Chancellor Lindley of the University of Kansas leaned across his desk and said to the young man facing him: "Buehler, we want a man who will put K. U. on the map in forensics!"

Today, a quarter of a century later, Prof. E. C. Buehler has more than fulfilled that desire. He has not only put Kansas University on the map in forensics, but he has covered much of that map himself.

Professor Buehler was elected to Delta Sigma Rho as member-at-large from Kansas in 1927. He has held his present position of national president for the past seven years, and during this time he has seen the organization grow and such favorite projects as the biennial Congress become unqualified successes. In addition to his primary work with Delta Sigma Rho, Professor Buehler holds membership-at-large in both Pi Kappa Delta and Tau Kappa Alpha. He is a strong believer in cooperation rather than rivalry among these groups.

Born in a strict German Methodist community in eastern Nebraska, Ezra Christian (later nicknamed "Bill") Buehler credits early training with important influence on his later calling. The fourth son of successful, industrious German-American parents, he enjoyed hearing his father daily read aloud from the Bible. It gave him a feel for rhythm in speaking. As a boy, he knew only two professions in his first 20 years in Nebraska — farming and preaching. He resolved to follow the ministry and enrolled at Central Wesleyan College in Warrenton, Mo. After serving in the army in World War I, he returned to finish his schooling, graduating in 1920 with a major in sociology and a minor in speech. In the meantime, he had decided to become a teacher. The next several years were filled with intensive and varied training, which included: obtaining a Bachelor of Oratory degree



**PROF. E. C. BUEHLER**

from the Cumnock School of Oratory (now the School of Speech) at Northwestern University; teaching at Hamline University; receiving his Master's degree from Northwestern in 1923; and accepting, in the fall of 1923, the position of chairman of the Department of Speech at Washburn College, Topeka, Kansas, where he remained for two years before heeding Chancellor Lindley's call to Kansas in 1925, where he has been since.

The record of forensic accomplishment at the university in Lawrence, Kansas, stands as a monument to his determination and ability. Always a strong believer in mass participation in a diversified speech program, he has, at the same time, managed to maintain a remarkable record in forensic competition. In his own college days, Professor Buehler specialized in oratory, and his touch can be seen in the Kansas record in the Missouri Valley Forensic League.

From the curricular standpoint, our President has two course specialties: Fundamentals of Debate, and Persuasion. His tireless work in other directions, however, has led to the expansion of speech activities on the campus far beyond the classroom. He has promoted campus debates on local controversial issues, international debates, all-university speaking contests, a Forensic

League for those interested in general speech, a Parliamentary Procedure club, intramural speaking events, and many other projects which give speaking opportunity to many rather than to only a few.

In addition to University classroom and forensic activity, Professor Buehler enjoys lecturing to adult groups. He has conducted more than 70 such classes or clubs in 28 years.

Somewhere, he also finds time for writing. He is the author of two books: **You and Your Speeches** and **Make Yourself a Better Speaker;** and co-author of **You Sell with Your Voice.** In addition, he has written numerous articles and prepared 17 debate handbooks on national high school questions.

All of the accomplishments, however, still do not add up to the whole man. As his personal friends will tell you, it is his human touch and personality which most impress those who have worked under him or with him. His unruly shock of silver hair, his love of red ties, his radiant smile, his understanding of human nature—all these are needed to complete the total picture. He is an avid sports fan, having won college letters in three sports, track, tennis, and baseball. Particularly fond of bowling, he once rolled a 298 on the hardwood alleys, and held the top score in Lawrence for two years. Always a perfectionist, he still regrets that it wasn't a perfect 300. In many ways it is his sportsmanship and sporting zest which enables him to infuse a speaker with that extra verve which characterizes quality performance.

For 16 years his comfortable home on Massachusetts street has been open to forensic enthusiasts and visiting speech personalities. In his infrequent evenings at home, Professor Buehler reads one of his favorite biographies, or listens to a part of his large recorded collection of "voices that have made history."

On "the hill" at the University of Kansas, he is a tireless worker with many responsibilities and much correspondence demanding attention. But he is never too busy to stop and talk to one of his students. It is this same friendliness which forms the basic element of what he calls "craftsmanship of teaching". His

\*Bill Conboy is at present Instructor in Speech, University of Kansas, Lawrence, Kansas. As an undergraduate he received his training in forensics under Professor Buehler. From the Gavel of Delta Sigma Rho, May, 1950.



methods are informal and human. He strives to build on the personalities of his pupils. That this approach has borne fruit is seen by the numbers of former students who are now prominent in law, politics, public relations work, and the pulpit.

At present, Professor Buehler is concerned by the fact that, while **participation** in speaking activities is on the rise, college **audience interest** seems to be on the decline. As one phase of encouraging more general enthusiasm, he strongly advocates that Delta Sigma Rho take a more positive role in sponsoring and stimulating school-wide speech projects. He feels that the society has a greater responsibility than to be merely an honorary fraternity for the select. One of his proposals is that both active and alumni members of Delta Sigma Rho in each area, or at least in each school, should constitute a forensic board to lend experience and aid in promoting broader, more functional speech programs.

Though a strong proponent of debate, he is worried that it may be

over-emphasized in our present intercollegiate programs so that decisions become more important than pride in a job well done. He says: "I have never felt good winning a poor debate, but I have always felt good hearing my students in a good debate, regardless of the decision."

There is one quotation which Professor Buehler heard years ago and which has remained with him since: "He who travels in search of gold and glory can never travel very far or see very much." On his Silver Anniversary year at Kansas, the man who was once a Nebraska farm boy can look back and realize with pride that both he and his influence have traveled far and accomplished many things.

The Ohio state High School Debating League has a membership of 219 schools. The previous season 185 high schools participated. The activities of the League include Debate, Extempore speaking, Original Oratory, Radio, Discussion, Drama, Poetry Reading, Dramatic Declamation and Oratorical Declamation.

## DR. A. CRAIG BAIRD HONORED

The Western Conference Debating League appropriately honored Dr. A. Craig Baird at the conference tournament banquet at Indiana University, Bloomington, Indiana, March 31, 1950.

Dr. John W. Ashton, Dean of Arts and Sciences, Indiana University, a former student of Dr. Baird's, eulogized him in his address on the topic, "Thirty years with Craig Baird."

A bound volume of letters and telegrams from more than a hundred of his former students, colleagues, and friends was presented to Dr. Baird by Dr. Halbert E. Gullett, Director of Forensics at the University of Illinois. Profuse in their praise of Dr. Baird's achievements, university presidents, deans, department heads, professors, editors, authors, former students, and many others extolled Dr. Baird as scholar, great teacher, author, director of research, and friend.

Dr. Eugene C. Chenoweth, Director of Forensics at Indiana University, presented a Scroll of Honor to Dr. Baird, as follows:

## Scroll Of Honor

**Resolutions** presented to Dr. A. Craig Baird at the Western Conference Debating League Tournament banquet at 6:30 p.m., Friday, March 31, 1950, Indiana University Union, Bloomington, Indiana.

**Whereas**, Dr. A. Craig Baird has fostered intercollegiate forensic activities for half a century, he has been associated with the Western Conference Debating League since its inauguration and he has pioneered in international debating, and

**Whereas**, Dr. Baird has made outstanding contributions to argumentation, debate, discussion, and public address through teaching in the classroom, directing scores of research studies in public address, writing several textbooks and numerous journal articles, and faithfully executing the duties of many professional offices, especially the presidency of the National Association of Teachers of Speech, now the Speech Association of America, and

**Whereas**, Dr. Baird has been and is continuing to be a source of inspiration to his thousands of students and his many colleagues in the Western Conference and the entire nation, therefore be it

**Resolved**, that the directors, students, and friends of the Western Conference Debating League honor Professor A. Craig Baird with appropriate recognition by presenting him a scroll bearing these sentiments, and letters of appreciation and commendation from his students and friends throughout the nation. Be it further

**Resolved**, that an account of the recognition here given to Professor Baird be included in the minutes of the Western Conference Debating League, and copies of the scroll be duly submitted to the editors of speech journals.

*Affectionately presented.*

<i>David A. Legg</i>	CHICAGO
<i>Halbert E. Gullett</i>	ILLINOIS
<i>Eugene C. Chenoweth</i>	INDIANA
<i>Marion T. Baker</i>	IOWA
<i>William F. Howell</i>	MINNESOTA
<i>James H. McBeth</i>	NORTHWESTERN
<i>Rand A. Carmack</i>	OHIO
<i>W. L. Lull</i>	PURDUE
<i>Clinton L. Remick</i>	WISCONSIN



Dr. Baird delivered an inspirational address on the topic, "Fifty years of Debating." He contrasted debating fifty years ago with debating today. Radio, television, international debate, and new courses have brought many changes in speech education, he said.

In promoting the excellencies of maximum education, the educators of today, Dr. Baird said, mainly are trying to do four things:

1. Help students to know more about the world in which they live.
2. To have more ability in analysis.
3. To do a better job of critical thinking.
4. To be more efficient in the art of communication. Providing an opportunity for students to develop these abilities, debating represents the highest type of Twentieth Century education, Dr. Baird concluded.

The members of the Western Conference Debating League committee for honoring Dr. Baird were Dr. Winston L. Brembeck, Wisconsin; Dr. Halbert E. Gulley, Illinois; Dr. William S. Howell, Minnesota; and Dr. Eugene C. Chenoweth, Chairman, Indiana.

Mrs. Baird accompanied her husband to Bloomington to attend the forensic festivities and visit friends.



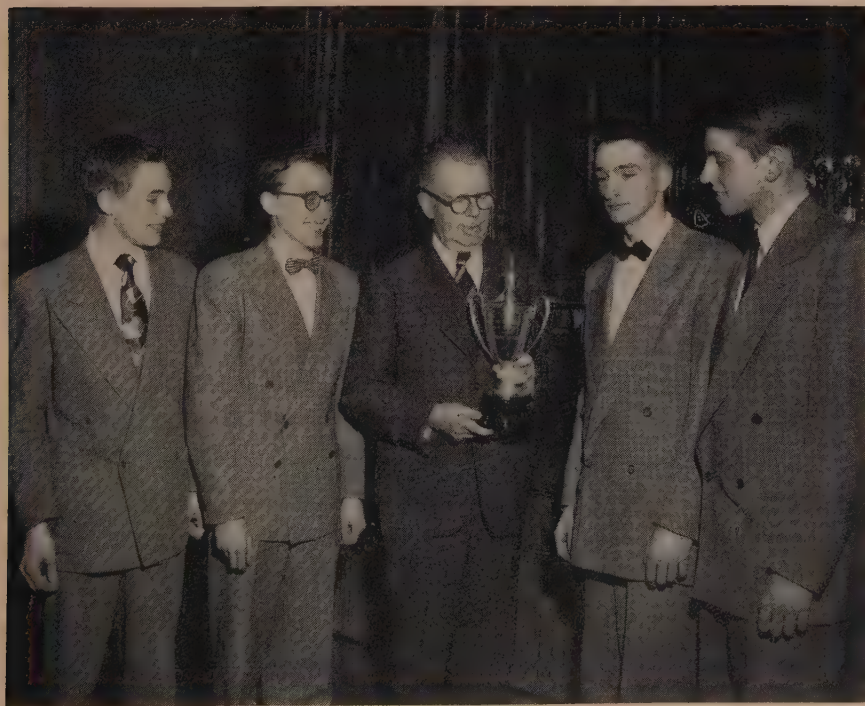
1950 Ohio State Winners, B Division

The New England Forensic Conference has recently made an interesting survey of its activities. Ten years ago the average college forensic fund was a trifle over \$900. This last season it was \$2,400 plus. Funds

came from various sources including College administration, Departmental budgets, student activity funds, Endowment, and Miscellaneous. In 1939-40 the average debate squad numbered 27; In 1949-50 it was 39. In 1938-39 the colleges had an average of 71 debates and in 1948-49 the average was 78. Fourteen colleges sponsored tournaments, etc. and 12 did not.

One of the most interesting things was the position of the coach. Although students exercised a measure of control it was coach and faculty leadership which was most in evidence. For this coaching a few teachers were lucky enough to receive extra compensation, for some it was considered a part of the regular teaching load, for some it was voluntary effort. The status of the coach ranged all the way from instructor up through Assistant and Associate Professor to Professor. In some cases he was referred to as Coach or Director.

Prof. Paul Smith, Chairman of the Question Committee for the colleges last year, will assume the duties of Forensic coordinator for the West-coast this fall. Prof. R. D. Mahaffey of Linfield College was the previous coordinator.



1950 Ohio State Winners, A Division



# Radio and Television Section

## FORENSIC OPPORTUNITIES IN BROADCASTING

By Hale Aarnes

I

TODAY 106 television stations are engaged in their business of broadcasting sound and pictures. 355 applications for television licenses are pending before the Federal Communications Commission. It has been reported that the commercial time on the four television networks is "sold out" for the coming fall and winter season. Already two billion dollars has been invested in television receivers and broadcasting equipment. Architects are redesigning the American living room to feature the television set rather than the fireplace. In the August 26th issue of the **Saturday Review of Literature**, Millard C. Faught suggested Phonevision as the source of income which would supplement sponsor payments to supply the tremendous cash outlays which are required to activate "good" television programs. Senator Mundt has proposed an international television network to assist the Voice of America in broadcasting democracy's message to the underprivileged millions of the world. Our picture of the growing importance of television is given an illuminating touch by Dr. W. R. G. Baker, vice president of General Electric, who recently predicted that by the year's end nine million television sets will be in operation.

"But," you say, "why mention television in an article on forensics?"

My answers are found in this article. Broadcasting (television and radio) has already had an influence on public speaking which is worthy of careful study. Broadcasting calls for new developments and refinements in the types of participation we use in forensics contests.

II

It is time to examine the effects of broadcasting on public speaking. Part of our job, in speech education, is to train our students to meet the speech situations which they will encounter during their adult lives. What, then, do television and radio mean to our student speakers? Following are six answers to this question. No one will pretend that they are all the answers, nor the final

answers, but they will serve to focus our attention on these interesting phases of contemporary speech activity.

1. Radio calls, among other things, for two widely different speech skills.

Since most radio programs are done from a script, the radio speaker must be able to read with considerable skill. He must be able to sight read well enough so that last minute changes in the script (to provide the "values of immediacy" in the message) can be handled in keeping with the mood and pacing of the program.

Another radio speech activity, worth our consideration, has been identified as "ad-libbing." Such skill brought fame to Gabriel Heatter while he was covering the Lindbergh Kidnapping trial. The term is descriptive of the ability to fill a gap in the program which was not, or could not be, anticipated when the program copy was prepared.

One of my students unexpectedly encountered this problem while handling the commentary for a symphony orchestra program. The program copy called for an introductory 12-minutes of talk, to be divided between interviewing members of the audience and reading program notes. The 12-minutes were completed "on the nose." As the student turned to announce the opening selection, the look of confidence was replaced with stunned amazement. The podium was empty. The announcer had not been told that, because the audience had been late in arriving, the house manager had decided to postpone the opening of the concert until the audience had "properly sensed the occasion."

There was nothing to do but talk. For 20 minutes the student continued to stand before the microphone and talk about the upcoming, the immediately upcoming concert. The situation was effectively met with the kind of performance which television and radio constantly demand.

And the result? Three evenings later, a friend, who had come with his wife to play a few carefree hands of bridge, said: "By the way, Hale, the student announcer mispronounced the name of an English village." The most painstaking taskmaster in the classroom can never



Prof. Hale Aarnes,  
Stephens College

hope to match the public in detecting the mistakes of television and radio speakers. These speakers need a most comprehensive background.

2. Television has placed a new emphasis on the non-vocal aspects of delivery. The television speaker is in full view of the audience while he is in range of an active camera. More than that, he is subject to the magnification of the closeup!

The radio speaker can read from his manuscript and thus avoid the need for extemporaneous skills, but there are vocalized pauses of body as well as of voice. Television will turn a cold camera on any of these.

The television camera calls for speakers whose bodily action is near perfection. A trembling hand might not be seen in the twentieth row of pews in the First Methodist Church, but it will loom large on the 30-inch television screen of a few months hence.

3. Both television and radio have introduced a new element into the organization of speeches. Our textbooks have stressed three, or four, main points of speech structure. You have your choice: Introduction, Body, and Conclusion; or Introduction, Theme, Body, and Conclusion.

Broadcasting adds a fourth, or fifth, as you will, factor: The Ability to Watch the Second-Hand on the Western Union Clock on the Studio Wall! And, believe me, this is not acquired in one easy lesson.

4. Another technique is called "back-timing." All broadcasting, in this country, is subject to severe time requirements. Because our broadcasting is ruled by the clock, the sweep-second hand has become part of the occupational milieu of



the speaker. In order to meet the time problem the speaker establishes an exact running time for the closing portion of his speech. Let us say that this portion of the speech takes one minute and 18 seconds. The back-timed section of the talk is then plainly marked so that the speaker will start to read it exactly one minute and 18 seconds before he is scheduled to cease talking. Failure to use this technique will simply mean, in a majority of cases, that the conclusion will be presented prior to the end of time segment, or that it will be eliminated in favor of the next scheduled program.

If, as is rarely the case, the speaker intends to ad-lib his entire speech, he must develop the ability to compose his concluding remarks while his eyes are steadily focused on the clock.

5. Television, even more than radio, confronts the speaker with a terrific challenge to character and personality. Quintilian would have written profound words about the television speech situation. Some people in the television industry recall the friendly, homey style of Will Rogers as ideal for their medium.

There is ample evidence that the college debater, who appears before a public gathering, or a broadcasting audience, must be prepared to interest men and women who are accustomed to the performances of Edward Murrow and Milton Cross—and all the host of excellent speakers who are daily found before cameras and microphones.

6. The contemporary use of visual aids in connection with speaking in television programs highlights another problem. Present day classes in public speaking give but lip service to visual aids. Visual aids should be considered as tools for building interest and objectifying evidence. In terms of visual aids, it should be possible to restudy the whole matter of evidence and proof in debate.

### III

It next seems logical to consider the possibility of devising new contest forms, or revising old ones, so that the forensics program can make greater use of the opportunities which are to be found in broadcasting.

The following eight statements on forensic contest forms serve to constitute a nucleus around which a

"forensics broadcasting conference" could be created.

1. The announcing contest might well take its place alongside the oration and the extempore speech.

There is a fine contest form in the reading of commercial copy. Such a contest could be used in either television or radio. In radio, it would be a matter of reading aloud in such a manner as to clearly impart the message. In television, both extempore speaking and the visible factors of delivery would be present. Since television commercials often make use of visual aids, the speakers might be allowed to make use of such aids.

An efficient way to conduct such a contest is to secure commercial copy for a given product so that each participant can read the same material. The contest rules could also define the limits within which visual materials could be used.

As an alternative, the contest might be designed to stress creative ability. In this contest the speakers would be given a specified time in which to write their copy and prepare their visual aids.

Such contests would take forensics into a market place of goods and ideas where the day-to-day stress on immediacy and results shape the course of American business.

2. The newscast deserves increasing emphasis and should have an important role in every major tournament.

The contestants would be given identical 15-minute news summaries from the radio wires of a news service. An hour would be allotted for preparation. The students would be judged on: (1) Judgment in selecting lead stories; (2) Arrangement of stories within the newscast; (3) Ability to rewrite the material from the teletype; and (4) Skill in presenting the news over the microphone.

This contest opens the way to closer cooperation between the Departments of Journalism and Speech.

3. As the radio commentator, who interprets events for his audience, fills a respected speech role, it should be worthwhile to give advanced students the opportunity to engage in commentary contests.

The advantages of the commentary contest suggest themselves to you immediately. A chief difficulty lies in the area of judging. The com-

mentary cannot be evaluated alone on the basis of literary merit. The judge must also have an understanding of the news values and political-economic philosophies which are the basis of the commentator's conclusions. Here, again, is an opportunity for cooperation with other departments.

4. The book review gives the students an experience which combines literary criticism and speech skills. Such a contest might well be developed into an effective way of upgrading the literary appreciation of our students.

The book review calls for wide and discerning reading. Such training would prepare students to render a needed service to the communities in which they will spend their adult years.

The book review panel would offer an interesting variation of the book review contest. Lyman Bryson, in his work with "Invitation to Learning", has blazed a trail for us to follow. The results could be practical in terms of the cultural needs of our towns and cities.

My own students have repeatedly said, as we have experimented with the book review contest, that the process of analyzing books has enabled them to improve both their reading skills and their powers of analysis.

5. The "ad-lib description contest" is a form which I have used but never adequately named.

The speaker is seated, before a microphone, in front of a motion picture screen. The room is darkened and a brief section of film is shown on the screen. The speaker's task is to ad-lib a description of the scenes on the screen.

This activity is closely related to certain experiences which are encountered in both television and radio. Excellent contest experience is here combined with a life-like situation.

Because the supply of films is extensive, such a contest has the added advantage of being an interesting, spontaneous, and continually challenging experience for skillful students.

6. The "man-on-the-street interview" also provides an interesting forensic form. Such a contest could be conducted during a two or three day tournament. The topic of the interviews could be held constant, or it could be varied for each speaker.



The connecting link, in the contest, would be the judge who evaluated the effectiveness with which the various participants conducted their interviews.

7. There should be considerable debating over television facilities. It is not inconceivable that two university debate teams might discuss an important issue by traveling only to the studios of television stations in their respective cities.

Increased debating over broadcasting facilities will introduce two extremely important elements which must be considered by the forensics directors of the immediate tomorrow.

Time is the first element to be considered. As the half-hour program is an established broadcasting tool, the debate must be completed in the 29 minutes and 30 seconds which are allotted. If such a debate should be done on "commercial" time (and that would not be "bad"), the time used for commercial announcements and the program notes would probably shorten the **actual debating time** to 20 minutes. Such a time arrangement calls for the creation of a debate form especially designed for television.

Time does not constitute the only element of change, however. Under present conditions, debating consists

almost entirely of straight talk. Straight talk is not for television. The speakers would want to make use of visual aids in a compelling manner. It is logical to visualize the affirmative establishing its "need" through the presentation of a 4-minute motion picture, a picture planned and produced by the debaters themselves. Stop, for just a moment, to think of the best statement of need which has ever been made by one of your teams. Reflect, then, about the research and writing and cooperation that could go into the experience of presenting that need statement in a brief film. Here we have the opportunity to teach the fluidity and impact which is the new persuasion!

The next time you attend a motion picture, note the frequency of scene changes. Note, also, the variety in mood which accompanies these shifts. The length of the motion picture scene is concrete evidence of the fact that the public is being conditioned to expect variety and emphasis in a pattern of ever-increasing tempo. Herein lies a strong challenge to the creatively minded teacher.

8. The discussion, or forum, type of forensic activity deserves an im-

portant place among the broadcasting contests.

"America's Town Meeting of the Air" has set a high standard for forums. George Denny has combined showmanship and pace and solid value in a format that approaches classical excellence. It is our job to develop such a format for forensic forums.

#### IV

The world now needs, more than ever, men and women thoroughly trained in the democratic arts of public speaking and public discussion. We can defeat communism on Asia's battlefields, but the peace can be won only through direct appeal to the minds of the men and women of Asia. A gigantic undertaking in persuasion awaits our students.

This statement represents my belief that increased training in forensics is needed in present day America. If you agree with me that it is needed, then perhaps you will also agree that forensics must be brought up to date. For ten years it has been "fashionable" in speech departments to take forensics out of the show window. Into the windows we have placed radio and speech correction and semantics. The time has come for a re-examination of the values of the merchandise we display.

## Remarks for the Good of the Order

### THE SPEECH CONTEST AND THE INDIVIDUAL EVENT\*

By Roger M. Busfield, Jr.

The position of the individual event in inter-collegiate tournaments has slipped miserably. With a full knowledge of the rules of argumentation, this introductory statement may be classed as an assertion or an assumption. However, upon close examination of what has happened to the individual event in the past few years, some credence must be given to the charge.

#### Debate Coaches in Error

Debate coaches (whatever hap-

pened to that title, Director of Forensics?) are largely responsible for the low ebb of the individual event. With a strong primary emphasis upon the "art of debate," the average debate coach glances at the schedule of events for the forthcoming tournament and sees the usual headings, "Oratory", "Extemporaneous Speaking", "Literary Interpretation", etc.

"Now, let me see," muses the debate coach, "who can I throw into these events?" Inevitably, the various contests are portioned out among the debaters with the comment, "Oh, yes, you'll also enter oratory (or extemp or interp)." The debater nods his head, grumbling an inaudible protest that he hasn't much time. Whereupon the debate coach schedules another practice debate session.

As the tournament draws closer, the debate coach perhaps has a feel-

ing of guilt and makes the inquiry, "How are you coming with ...at oration? Better let me see it before we leave." Or, "Been reading up on current events? You've got to enter extemp, you know."

Perhaps this indictment is a bit strong, but what coach, after judging one of the individual events, hasn't had the thought, "Yep. Good debate style."

And that's the key to the trouble and to the possible solution. Debate, unfortunately, lulls the student speaker into an argumentative style of delivery that is very difficult to abandon when the speaker's abilities are brought into play in an individual event. Extempore speeches are supposed to be primarily informative and colorful in nature, but the argumentative tone creeps right in. Oratory, supposedly the epitome of individual expression, finds the participant bandying about the

Editor's Note: Tournament directors often fail to choose from the available judges those most qualified for the individual events. Renowned authorities on oratory judge interpretative reading, etc. Mr. Busfield received his A. B. degree from Southwestern University in 1947, and his M. A. degree from the same institution in 1948. He has done additional work at Southwestern University and the University of Texas. At present he is instructor of Speech and Assistant Director of Debate at the University of Alabama. From the Speaker of Tau Kappa Alpha, May 1950.



choicest phrases and morsels from the coaches academic vocabulary, framed together to form a scathing denunciation of some "ism" or evil and concluding with the customary praise of democracy and God's will made manifest!

### Interpretation an Art

Interpretation of literature is a fine art. It is most refreshing to hear a contestant "read" as if he realized that oral interpretation is an art, and a most difficult one. Coaches get called upon to sit patiently and listen to ten or twelve apparently mature contestants read some of the most unmitigated tripe and display an amazing amount of gall by classifying it as literature.

The individual debate coach is not entirely to blame for the present position of the individual events. A feeling has spread throughout the nation that to win or place superior in an individual event is fine, but must never be considered in the same breath with an honor in debate.

### Purpose of Forensics

Forensics is, or should be, an educational function with the primary purpose of training speakers. The tournament is, or should be, designed to give the students an opportunity to express themselves and benefit from competition. The educational purpose behind forensics should never be forgotten. Forensics has a responsibility of training its participants for their roles of citizens in a very troubled world where the art of expression can be the means by which peace or war will reign supreme.

Debate provides marvelous training for that great role. But the individual events can provide as much, if not more. Extempore, for example, can be stimulating and challenging, since it requires an active mind, not just prepared on one great subject for the season, but ready to discuss any and all subjects based upon the topics of the day.

The artificiality and pedantic rut that many debaters get into may be balanced by the individual events, where sincerity should always be the keynote. By its very nature, interpretation prevents the "cram-it-down - their - throats - and - make-them-like-it" attitude from winning out. A mastery of one's vocal apparatus and genuine training on an individual basis is necessary to scale the heights of success in a properly

conducted individual event contest. No bobbing-and-weaving and verbal chicanery can win out in oratory against a well-planned, well-worded subject, calculated to have real emotional appeal and bring out the inherent response to the dramatic. **A true oration stands out like an atomic blast with its purity of intention.** At last, a speaker steps up to express HIMSELF in words of his own device and there is a total absence of the tainted "canned" speech.

### Tournament Directors Can Help

Tournament directors would render a great service to the entire field by encouraging more interest in the individual events. Forensic coaches

can contribute immensely by realizing the real intrinsic value of the individual event. Coaches still delude themselves that inter-collegiate debate, as a whole, is still up on a pedestal or a high plane. Debate has been on a high plane, and can be again, and without any detriment to its companion, the individual event.

To sum it up, if the debate coach will once again resign himself to the task of coaching instead of striving for imitative perfection, then once again the life blood will creep back into the veins of the forensic body, and it can be said with honest sincerity and satisfaction that the Forensic Arts are once again creative.

## American Forensic Assn. Notes

### LETTER TO THE EDITOR OF THE SPEAKER\*

May 6, 1950

Mr. Paul D. Brandes  
University of Mississippi,  
University, Mississippi

Dear Mr. Brandes:

You will find enclosed the article on the American Forensic Association.

You may edit it as you choose.

Cordially yours,  
Hugo E. Hellman,  
President\*

\* \* \* \*

The American Forensic Association is an attempt to unify the common interests of forensic coaches. The aims and objectives as stated on the original membership application were those listed below. It was stated that the Association aimed "through organization" to:

- (1) Solve more efficiently our mutual problems, and thereby,
- (2) Improve our professional standards, and practices, and thereby,

\*TKA Editor's Note: We wrote Mr. Hellman, asking for a statement concerning the aims and objectives of the American Forensic Association. His statement is included for the benefit of the Tau Kappa Alpha coaches and sponsors. At the 1950 Southern Speech Association Convention at Birmingham, the AFA held two meetings, both of which were attended by a large number of TKA representatives. A set of suggestions concerning the organization of the 1950 SSA Tournament were drawn up and presented to the executive council of the SSA by the AFA Southern Region. This set of suggestions was in the main approved by the executive council and is now being considered by a committee of three who are to set the aims and objectives of the 1950 SSA Tournament." Taken from the Speaker of Tau Kappa Alpha, May 1950.

- (3) Develop among educational administrators a more general and more adequate recognition of the work of the debate coach, and at the same time,
- (4) Achieve everywhere a wider and deeper appreciation of the contribution of debate and forensic activities to the school community and nation.

The advisability of forming such an association had long been discussed at debate tournaments and similar meetings, but it did not really get under way until a resolution was introduced at a meeting of debate coaches at the Iowa Intercollegiate Conference on World Problems at the University of Iowa in the fall of 1948. At this meeting a resolution calling for the formation of such an association and setting up a committee to implement the resolution with action was passed unanimously. The committee set to work assembling a nucleus of charter members which finally met in constitutional session at the American Speech Association Convention in Chicago in December 1949.

At the Chicago meeting a formal Constitution was adopted and a permanent set of National Officers was elected. Hugo Hellman of Marquette University, who had introduced the original resolution at Iowa was elected President; Wayne Eubank of the University of New Mexico was elected Vice-President and E. R. Nichols of the University of Red-



lands Secretary-Treasurer. At the same time a National Council was established representative of the various areas of the country. Membership on the National Council includes Annabelle Dunham, University of Alabama; Alan Nichols, of the University of Southern California; Thorrell Fest of the University of Colorado; Jeffery Auer of Oberlin College, and Austin Freeley of Boston University.

The National Office of the Association is with the Secretary-Treasurer, Professor Nichols at the University of Redlands.

It is the aim of the Association to cooperate fully with the American Speech Association, to meet with it, and to be in the larger sense a part of it but at the same time to provide debate coaches and forensic directors an association of their own, one in which they can solve their problems and handle their own particular business.

The Association has a comprehensive program which it will carry out but it has been unanimously decided both by the membership and the Council that the immediate problem is that of membership—to make the American Forensic Association truly representative of the forensic directors of the country. This is the job that is being done now and if you are a debate coach or if you are working in the area of forensics you should be enrolled. The annual dues are \$2.00 a year and membership applications may be obtained from the National Office, from any of the National Officers or from any member of the National Council. The American Forensic Association will hold its next Annual Convention in conjunction with the American Speech Association in New York in December 1950. At that time a comprehensive program of interest to forensic directors will be conducted.

The secretary of the AFA says that two sessions will be held at the New York Convention of the SAA under AFA auspices. One will be a business session and the other a session where papers and reports on forensic issues will be presented and discussed. The program is not complete but two or three items of interest are: Paul Carmack on Forensic Financing; Hale Aarnes on Forensics and Television; and a report on the following survey to be taken of AFA members. The members will be

asked to decide a debate in which the following situation presents what debate there was:

The affirmative debating last year's question Nationalizing the Basic Industries said: We do not propose to present any need for Nationalizing Basic Industries for we do not consider it a matter of need. The real issue is whether we can show that the Economic situation in this country can be improved and benefited by Nationalization. Congress as well as human beings makes its decisions on what is best for the country, not on whether a proposal is needed or not. Need is hide-bound debating if every issue discussed is to be treated in the light of whether it is needed or not. If Congress waited for need to develop before acting upon desirable plans, it would probably find itself kicked out at election time before it had a chance to act. Desirability and advantages, improvement, betterment are the real motives for action, and we propose to debate this subject on these issues.

The Negative refused to debate on the matter of advantages, improvement, or betterment of the economy of the country. They ignored the arguments of the affirmative to show advantages or improvement. They remained steadfastly upon the ground that there is no Need, and refused to debate anything else.

How Would You Judge Such a Contest? Debate rules say that the Negative must refute the Affirmative, must answer them convincingly and meet their arguments, or show that they are fallacious.

A debate is supposed to have a clash of arguments. Perhaps the real question at issue is this—Is debate a stereotyped matter in which Need is the primary issue and must always be fought over, or was the Affirmative within its rights in setting forth other issues to be debated. Does the Affirmative have the right to choose the ground upon which the argument rests? Can the Negative safely refuse to meet the Affirmative argument on the ground that it does not prove a need?

How would you judge such a debate? It will be interesting to get the report of the vote of the Coaches in the AFA on this matter. Behind it lies—What is the correct debate technique.

## COLLEGE HANDBOOK

Continued from Page 114

ence on an audience, we put a defiling blind actual war, bloody physical and brutal war. We know that that wins us nothing. In the same organization and council, there is some hope for peace, if we can rise above the certainty of derisive and dishonest abuse.

Finally, we have not been truly Christian until we turn the other cheek. Certainly we have been slapped on one. Maintaining a truly Christian attitude, as we as a Christian nation should, demands that we absorb all sorts of abuse and insult, before we give in to war or war-like division. The only way to defeat the real intentions of Russia, is to summon up and manifest a real Christian psychology. We must do it as a nation.

Perhaps these thoughts on this tremendous and significant subject are not very well thought out or outlined since they have had to be evolved on the spur of the moment, without going over the reading field and considering the evidence. As I see it now, they are likely to be a forecast of the debate.

For material naturally one would supplement the United Nations and the events of the summer, with the books and materials developed by the Atlantic Union, World Federation and similar organizations. Clarence Streit's ideas seem to fit in with the Affirmative position, and One World ideas with the Negative, despite the fact that our present One World has a nauseated midriff.

Stephens College of Columbia, Missouri, announces the beginning in the fall term of 1950-51 the first of college Television Schools. The new department will be headed by Prof. Hale Aarnes, who has been head of the Radio Department at Stephens for the last five years. The auditorium on the center campus which has a large stage will be utilized by the new department. Stephens will include new and modern equipment for the new work, and will bring in a number of experts to help in the development of the new project. This is not the first time Stephens has pioneered new moves in practical education; it is just another evidence of their willingness to step out and lead the procession.



# Book Reviews

## WRITING THE COLLEGE ORATION.

A Treatise on the Rhetorical Principles of Oratorical Composition Involved in the College Contest Oration. By Egbert Ray Nichols, Redlands, California: Nichols Publishing House, 1950; pp. 220. \$3.50.

How many of **Speech Activities'** readers have seen a copy of this book, which deserves to be in printed rather than mimeographed form, I don't know. But of this I am sure: any of us who direct students participating in oratory ought to have a copy. The title is limited to the college oration, but high school teachers will find much of value in it. In the college field it should be an excellent reference book for all students interested in oratory, as well as for certain aspects of advanced public speaking and speech composition classes.

One feature that will strike all readers is the practical emphasis. Here is the distilled wisdom and advice of an old hand at turning out skilled and frequently winning contestants. There is sound theory coupled with helpful suggestions as to various proved "tricks of the trade." And Professor Nichols has not been satisfied to air his own views. Into his generalizations has gone the analysis of a large number of successful orations, and scattered through the books are various sets of statistics as to their types and characteristics. (See pp. 3, 29, 57, 84.) The author has held religiously to his announced field, the contest oration, and his discussion aims always at turning out a piece of oratorical composition that will win a prize from judges.

This reviewer wishes he had made mention of the fact that a good contest oration is something more than a show piece, useful and with a message for only a contest situation. If the student orator is speaking, as he should be, not because he has to say something but because he has something to say, then real audiences in high school and college assemblies, civic and church and educational groups will respond to it too. I am strongly of the opinion that we make a mistake in not getting our student orators before more, and more representative, audiences.

Teachers who are looking for a

manual of delivery will have to look elsewhere, for platform presentation is outside the scope of this book, which limits itself to content, organization, and language, always insisting that all these elements be handled in terms of their oral presentation.

The book is divided into three parts: Oratory in General, The College Oration, and Specimens of College Oratory Illustrative of Various Kinds and Types.

It is in Part II that the author makes his most distinctive contribution, discussing the college oration under the following chapter headings: Nature and Principles of the College Oration, Attributes or Traits of the College Oration, Kinds and Types of College Orations, The Structure of the College Oration, Style in Structural Development, Writing the College Oration.

Readers of **Speech Activities** will recognize the third of these chapters as having appeared in earlier issues of the magazine. To have this valuable analysis and classification appear here makes it doubly useful. Readers (and judges) who insist that an "oration" must conform to the problem-solution pattern will, I think, be given pause.

The chapter on Structure this reviewer found both challenging and confusing. Even the inclusion of four diagrams did not help too much. Not until he had read the last chapter was he clear as to the exact meaning of such terms as **central idea**, **theme**, **proposition**, and **angle of discussion** as used by Dr. Nichols. There is some inconsistency in the use of these and related terms in text and diagrams, coupled with a confusing use of **demonstrative** as a type of college oration covering the problem-solution form and others. It is to be hoped that a re-writing will bring forth a better name.

Students, and perhaps teachers, will find this chapter difficult at times because of its extensive subdivision. In such detailed analysis, as well as in such emphasis as found near the close of the last chapter on p. 88, there is danger of too much stress on the mechanical. And yet all of us will agree with Professor Nichols' constant insistence that a good oration calls for

much more than the gift of gab that too many would-be orators think is the only prerequisite.

Readers will find a wealth of material in the thirty-nine classified specimen orations in Part III, ranging from 1879 to 1949. Although extensive reference is made to some of these speeches in the text, it could be wished that numerous other references to the two old volumes of **Winning Orations of the Interstate Association** (1907 and 1909) might have been reduced in favor of additional references to the speeches in Part III.

This book deserves a re-printing in regular book style, when numerous typographical errors and instances of hasty writing can be corrected. Perhaps then outlines at the opening of chapters can be included, as well as an alphabetical index. But meanwhile Professor Nichols, approaching retirement age, chairs a speech department, teaches a full load, edits and publishes **Speech Activities**, helps organize the new American Forensic Association. This book, written in his own informal style, with bits of humor and slang here and there, is a valuable contribution, and the coaching fraternity can be grateful to him.

CARROLL P. LAHMAN.

## BRITISH SOCIALISM TODAY. Julia E. Johnsen. Reference Shelf. H. W. Wilson, New York.

We haven't space to give this book the comment that it deserves. Those who debated Nationalization of Basic Industries last season and those who will debate the welfare state this season, will find this book useful and stimulating.

"The 1945 (British) election was won on social services and not on socialism", says Richard H. Frey, financial editor of the Manchester Guardian. Many other reporters and authorities on the English scene agree. Many of these opinions are reprinted at length in this book. It gives also details of the rise and growth of the British Labor Party and sets forth their scheme of Nationalization, national planning and social welfare.

Under the nationalization program six basic industries have been taken over: coal, electric, railways, airlines, canal and long distance trucking, and gas. The full nationalization of other organizations long dominated by the government has



been completed. Included in this category are the British Broadcasting Company, cables and communications, telephones, and the Bank of England. Plans have been made to nationalize the remaining basic industry, steel. However, the Labor Party has agreed not to put them in operation prior to January 1951.

The arguments for and against nationalization as expressed by British leaders are naturally not unlike those advanced in this country for more or less federal control of industry. In favor of steel nationalization the British argument runs that the private steel industry is a monopoly, that it is inefficient, that its prices are too high, that it is not meeting, and cannot adequately meet, the demand for steel, and that nationalization with national planning is the cure. Those opposed to nationalization reply that steel production is at an all time high, that steel prices have risen less than those of other essential products, that bureaucracy makes for inefficiency, that the law of supply and demand determines production and that the profit incentive is the surest guarantee of continued development.

All who have opinions on our own welfare state will find much of value in *British Socialism Today*. They will also welcome its thirty-five page bibliography.

**ARGUMENTATION, DISCUSSION, and DEBATE.** A. Craig Baird, McGraw-Hill Book Co., Inc., New York.

In this book Professor Baird has followed a practical or utilitarian approach to his subject. He seems more interested in convincing the student of the practical value and usefulness of debate and discussion, than he is in presenting the techniques and principles of these related arts. We do not mean by this that Professor Baird has neglected the techniques or principles for he hasn't. Probably the strength and effort he has bestowed upon convincing the student of the values of debate to him are influenced by the attacks that have been made upon debate in recent years within the fold of Speech itself. Professor Baird has been interested in presenting the truth about debate and discussion and why they are good educational mediums. Professor Baird is of course too much the scholar to

neglect setting forth the principles, techniques and practices that belong to debate and discussion.

The book is divided into four parts. The first is strictly introductory and consists of but one chapter devoted to a proper approach to debate and discussion. Naturally the book is written for college students as he says, but he is concerned that the reader see that he is talking about something which he regards as the foundation for political career, practical education in reasoning, as an immediate college activity.

Why argue? is the first question taken up and answered. The answer is largely put in terms of practical living presenting what others have found of value in debate and discussion that they have been able to use after their days of college preparation. This is undoubtedly the best method of placing argumentation and debate before the student. When he hears a college president such as Emory Lindquist say: "I am an enthusiastic believer in the value of forensics. Such experience affords an opportunity for creative work and analytical thinking which is beneficial in many areas of life. My experiences in forensics are far more valuable than I can convey in words", the student really perks up and gets ready for technical instruction in methods and principles.

In Part 2 Mr. Baird develops the thinking processes and principles of Argumentation in a practical way. The student learns here about evidence, cases, straight thinking, reasoning, authority, and all the other technical matters employed by the debater.

In Part 3 beginning with chapter 20, Discussion as a separate technique is presented. Why Discuss? is a parallel beginning to Why Argue in Part 2. One is told why as well as how to do it well.

Part 4 is devoted to Debate as a practice. Its relationships to Discussion and argumentation and its practical applications are considered. Attention is given to refutation and rebuttal, special types of debating and even to the problem of judging.

This book should be an excellent guide to the beginning debater and to the student wishing to get a good understanding of debate and discussion and the argumentation principles underlying them.

**PUBLIC SPEAKING.** Frank Home Kirkpatrick. G. H. Doran Co., New York.

This book has been out for some time but has within it some very pertinent and valuable suggestions for the speaker. It is not a large book but has 28 chapters, most of them brief but right to the point. For instance, such things as "How to Avoid Monotony," "How to Interest the Audience," "Tact," "Dignity," "Naturalness in Gesturing" and "When to End a Speech" are discussed.

The author is an experienced teacher with a long record of service in prominent educational institutions.

**SPEAKING IN PUBLIC.** Arleigh B. Williamson, Charles A. Fritz, Harold Raymond Ross. Prentice-Hall. 1948. 2nd edition. New York.

One of the best ways to give an idea of this book is to list its chapter headings, for they indicate the ground covered.

1. Why Learn to Speak. 2. First Steps in Speaking. 3. Capturing and Holding Attention. 4. Personal Adaptation to Audiences. 5. Choice of Subject and Material. 6. Planning the Speech. 7. Bouly Expression of Meaning. 8. Gesture and Movement. 9. Conduct on Platform. 10. Use and Abuse of the Voice. 11. Articulation. 12. Getting Rid of Vocal Monotony. 13. Clearness. 14. Introduction and Conclusion. 15. Language in Speaking. 16. Organizing the Speech. 17. Types of Expository Speeches. 18. Argument: Analysis and Organization. 19. Argument: Methods of Proof. 20. Persuasion. 21. Reading from Manuscript. 22. Radio Broadcasting.

From these chapter headings we may see that the ground of discussion is very well covered. The quality of the discussion may be very well inferred as Mr. Williamson issued a book of this nature some time ago, and the present one is in the nature of a revision.

**SPEECH EDUCATION IN OHIO.** Franklin H. Knowler. Ohio State University, Dept. of Speech.

This book contains nine chapters devoted to training in Speech in Ohio public schools, high schools and colleges. The book is mimeographed but it is a high class job. It is bound in paper and stapled. A large group of illustrative tables is



included. A trip through this book gives one an excellent idea of what is being planned and accomplished in the Ohio schools and colleges in Speech Education. The idea of such a report is so good that it is too bad that other states have not done the same thing.

## **TWO NEW REFERENCE SHELF ADDITIONS**

**NEW FORCES IN ASIA.** Bruno Lasker. H. W. Wilson Co. Reference Shelf Series. 1950. New York.

This book reveals the versatility of Mr. Bruno Lasker as a writer in contrast to the book just reviewed above. He appears here as an editor with a great theme.

It is a provocative book for all citizens of the self-styled enlightened nations. The consensus of opinion in the book is that if entire regions embrace communism it will be largely for negative reasons—Russia's promises seem better than no promises at all.

In the opening article, General Carlos P. Romulo, Philippine delegate to the United Nations and President of the General Assembly, presents the problem. He writes: "Asia today presents a baffling picture to the West. It is a study in contradictions. Amid the conflicts that divide it, we find at work a powerful impulse toward integration and unity.

"With no military power to speak of, it is gradually assuming the role of a Third Force interposed between the two great powers, the United States and the Soviet Union. Ruined by the war, denied many of the fruits of victory, disillusioned by its friends, menaced by new enemies, Asia has emerged from her travail as the most dynamic region in the world today . . . . It is a historical misfortune that the renaissance of Asia should coincide with a ruthless struggle among the great powers for the mastery of the world . . . There are three main drives behind the revolutionary changes sweeping across Asia. They are nationalism, communism and regionalism. Of these, nationalism is the oldest and still the most powerful."

The situation in China, occupying fully half of the critical area with a communist dominated population of 460,000,000 is seen as a constant threat by many of the authorities in the book. "Whatever its cause, it stands forth as the most decisive de-

velopment in Asia since the defeat of Japan. It is bound to affect the balance of power not only in Asia but throughout the world. It undermines the security of the free states of Asia and strengthens the Communist movements within their gates. It opens up with the grim prospect of Communist ascendancy over the entire region."

Three articles are devoted to China, and then the major interest shifts to Japan. Discussions of India and Pakistan follow and other sections are devoted to the Philippines, Korea, Malaya, Burma, Indonesia and Indochina.

Throughout the book one has the feeling of great masses of humanity groping in the dark for a better way of life. They want no more of foreign rule, with very few exceptions they have developed no adequate leaders, but are beset by factional leaders fighting among themselves. In a world at peace these situations might be compared to the growing pains of the early revolutionary days of this country, or Great Britain emerging from feudalism. But the world is not at peace and the situation among one-half its population is deteriorating.

Readers could do well by recommending that all those who influence foreign affairs study this book. One map shows political divisions of 1939 and another, those of 1949. Chronological, political charts are presented for thirteen countries and there is an eleven-page bibliography of books, periodicals and pamphlets.

## **PUBLIC SPEAKING FOR COLLEGE STUDENTS, 2nd Edition. Lionel Crocker. American Book Co.**

This book by Professor Crocker of Denison University has been reviewed before in these columns. We are glad to note that it has reached its second edition, a fact which speaks well for its merit, and to its usefulness in our colleges.

The book, we note is as modern in method and as practical in presentation as any book in the field that has come to our attention. The book is divided into four divisions, The Speaker, The Speech, The Audience, and the Occasion. It is profusely illustrated by pictures of prominent speakers in action: Franklin D. Roosevelt, Harry S. Truman, Lowell Thomas, Senators Vandenberg, Taft, Margaret Chase Smith, and many

other notable persons, the natural effect being to impress the student with the practical aspects of speech. Professor Crocker has not neglected the text but has written a careful treatise on the accepted principles and methods of modern practical public speaking.

## **SPEECH FORMS for OUTLINES and CRITICISM in a Course in EFFECTIVE SPEAKING. By Ralph M. Murphy. Chico State College, California.**

This book is largely a set of forms and instructions for class use. It provides for ten talks, their development, and criticism by the instructor, and concluding notes by the speaker. Such a book gives the student an excellent method of keeping a record of his class work, and of his development. It is also a convenient way for the instructor to watch the work and progress of his student. The book is bound in a pliable paper cover of considerable durability. Anyone interested in using such a book in his public speaking work should write to Professor Murphy at Chico State College, Chico, California.

## **HOW TO DEBATE. H. B. Summers, F. L. Whan, and T. A. Rousse. H. W. Wilson Co., New York.**

This book is a new edition of a book first issued in 1934 by Summers and Whan. It has been revised and re-issued with Professor T. A. Rousse of the University of Texas collaborating. The book covers the things a student needs to know who is "going out" for debate. If it lacks anything it is in instruction and training team work as debate is usually a matter of team work, especially as an educational contest.

It is an excellent book for the debater to have around where he can refresh his mind occasionally on principles and methods for it is full of excellent suggestions and precepts.

## **DEMOCRACY THROUGH DISCUSSION. Bruno Lasker. H. W. Wilson Co. 1949. New York.**

This book is not what one would call a text book; it is broader than that. It is an attempt to evaluate a democratic process and to set forth its principles and procedure. The author conceives of discussion or exchange of ideas as a part of the democratic way of life.



Despite the fact that the book was not written from a technical speech point of view by one interested in developing Discussion as a student exercise and contest, nevertheless it is a valuable contribution to the field now recognized as discussion in the college curriculum and in college speech contests.

Mr. Lasker has a scholarly and cultured approach to discussion worthy of one given to thinking over the social importance and philosophic aspects of human conference. For him there is great importance in a group making up its mind through free exchange of ideas and arguments. He recognizes above all the importance of conciliation in reaching a satisfactory conclusion. Beyond earnest contention and reflective thinking a person of good will must consider the necessity of agreement and the conciliation that is implied. This is a book that statesmen, not students or mere neophytes should read and heed.

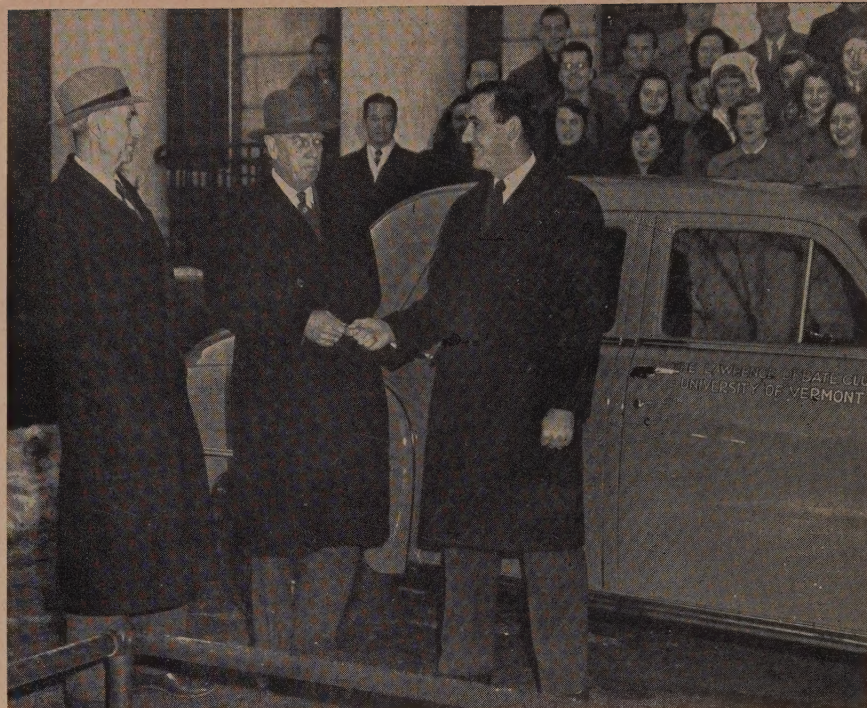
**THE WELFARE STATE.** Herbert L. Marx, Jr. The Reference Shelf Series V. 22 No. 4. H. W. Wilson Co. New York.

This is the number of the Reference Shelf prepared for the use of the high school debaters this season. It is another in a long line of valuable handbooks for high school debaters issued by H. W. Wilson Co.

The book consists of over three dozen articles dealing with the type of government called the Welfare State. The book is introduced by a quotation from Abraham Lincoln on the meaning of Liberty. A chapter on definitions follows, in which a number of writers and speakers who have made definitions of the Welfare State are quoted.

The Welfare clause of the constitution is relied upon by the affirmative to class our government in the Welfare Class and the first article is entitled 150 years of the Welfare State. The negative idea that the Welfare State is a Socialistic affair in which government tries to do the thinking for all its citizens from the cradle to the grave, is also presented.

The book is practically a "must" for high school debaters who need a book dealing thoroughly with the debate subject from varying points of view. Mr. Marx's does just this, and does it very well.



University of Vermont Squad receives gift of a new car

#### **TENTATIVE SCHEDULE FOR 1950-1951 SOUTHERN CALIFORNIA HIGH SCHOOLS**

The coaches and administrators of the Southern California Debate League and the District Committee Members and a faculty sponsor, Mr. Norman Scharer of Alhambra High School, met at Mark Keppel High School on Monday, May 22, to draft a tentative schedule of activity for next year. Mr. Bruce Lawson, administrative president of the S. C. D. L., and Miss Mildred Carmen, faculty sponsor, made the arrangements. Since the National Tournament will be held in Southern California in June of 1951, the schedule was somewhat revised from previous years. This is the result of that conference:

Sept. 23 or 30: Fall Meeting of So. Calif. Debate League.  
Oct. 14: Speech Clinic, Los Angeles City College.  
Oct. 28: Speech Teacher's Association Speech Festival.  
Nov. 4: Novice Debate Tournament (S. C. D. L.)  
Nov. 17-18: S. C. D. L. Open Fall Tournament.  
Dec. 8-9: Univ. of So. Calif. Tournament.  
Jan. 12, 1951: So. Calif. Debate League Round Robin Debate Tournament.

Feb. 24-25: Student Congress.  
Mar. 10: S. C. D. L. Novice Individual Events Tournament.  
Mar. 31: S.C.D.L. Individual Events Tournament.  
April 14: So. Calif. Dist. N. F. L. Tournament.  
April 21: Shakespearean Festival, Occidental College.  
May 4-5: So. Calif. Dist. N. U. E. A. Tournament, Redlands Univ.  
May 19: State Tournament, (Fresno State College).  
May 19: U. C. L. A. Debate Tournament (New question).  
June 19: National Tournament.

Richard Nixon, Congressman from California, begins his campaign for the United States Senate Sept. 18, 1950 with four addresses ranging from Los Angeles to San Francisco. This issue carries an article about Nixon, who was in college days a leading debater at Whittier College. His opponent on the Democratic ticket is Helen Gahagan Douglas, also a Congressional representative from California.

Congressman George Smathers, victorious over Senator Pepper in the recent Florida campaign for the United States Senate, was a champion debater at the University of Florida, Gainesville.



## SPECIAL FEATURE ARTICLE

Continued from Page 119

nite premium on the active participation of the audience in the debate. A debater who knows that every member of an audience is a judge, and that he is going to be held responsible for what he says in subsequent questioning, is going to study listener reaction and do something about it.

In order to bring about this audience participation, the so-called "Michigan Plan" of cross examination debate has evolved. The form we use is this:

- 1st affirmative presentation of case (5 minutes).
- 1st affirmative questioned by 1st negative (5 minutes).
- 1st negative speech (5 minutes).
- 1st negative questioned by 2nd affirmative (5 minutes).
- 2nd affirmative speech (5 minutes).
- 2nd affirmative questioned by 2nd negative (5 minutes).
- 2nd negative speech (5 minutes).
- 2nd negative questioned by 1st affirmative (5 minutes).

The debate proper takes forty minutes and the audience question period follows.

The five-minute arrangement has been criticized on the ground that debaters do not have sufficient time to present a basic case. Our experience indicates that debaters, even those from England, can adapt themselves to this schedule, and that audiences prefer and enjoy it. People of all ages and interests appreciate an early opportunity to get into the argument.

We have also found at least a partial answer to the problem of giving students a wide enough range in choice of subject matter to allow them to speak from conviction. During the 1948-49 season, our debaters discussed appropriately worded resolutions on these topics: The Atlantic Pact, Federal World Government, Civil Rights, Taft-Hartley Revision, World Peace, Federal Aid to Education, Communism and Religion, Communism in China, Displaced Persons, Outlawing Communism, Race Relations, Compulsory Arbitration of Labor Disputes, and Control of Student Newspapers. Some of these titles are related to each other, but, in the main, they clearly give more scope to individual preference and beliefs than strict adherence to one national

question. They also make it possible for a debater to take a much stronger ethical position in his attempt to stress subject matter and make it appealing to the listener.

Although we do not assume that the Michigan philosophy of debate is the answer to all debating problems, we feel that it is one way to return debate to the position it should hold as a medium for the honest presentation of controversial issues to the public for immediate consideration.

## NEWS NOTES AND PERSONALS

As guests of a former debater and alumnus of their Alma Mater, the Redlands team which attended the West Point Tournament had a rare treat. Dwayne Orton, Educational Director of the IBM met them in New York City, took them to lunch in an Educational Club frequented by College Presidents, sent them to see Henry Fonda in Mr. Roberts on tickets he purchased for them, and then drove them from New York City to West Point in his Buick. After the West Point meet, while waiting for the home flying plane, the Redlands boys had the pleasure of being piloted around the night life of New York City by two young ladies of Radio City, friends of one of the debaters' room mate at Redlands.

Prof. Stanley S. Newcomb writes that his department at Dubuque University is looking for a Speech Teacher who can coach debate, teach public speaking, and do some speech correction work. The plan is to develop the position into debating and public speaking solely in another year.

Jon Hopkins, instructor of Speech and debate coach at Lehigh University, has been elected a member of the committee on Questions of the Debating Association of Pennsylvania Colleges.

Mr. Hopkins has introduced a novel course of study for his debaters at Lehigh. Members are formed into groups of five to study the national topic, each man reporting on a phase of the subject in relation to some aspect of the theory of debate. In this manner, the students study theory, analyze the topic, participate actively in panels and gain valuable experience.

Louisiana State University debaters won the Millsaps College tour-

nament by defeating North Texas State Teachers of Denton in the final round of the Senior Men's Division.

Ohio State University has recently formed a Forensic Society, and had 50 debaters engaging in 330 debates this last season. Prof. Paul Carmack, who has taken care of Ohio's High School debate interests for the University, is to be the coach of debate at Ohio State. Professor Carmack is preparing a survey on the financial costs of debating in American Colleges and Universities for presentation to the American Forensic Association at New York City at the SAA Convention in December.

Washington State College with a squad of 36 debaters engaged in 80 debates this last season, among them the contests at the West Point Tournament.

Prof. Hale Aarnes, whose article on Television and Forensics appears in this issue, has the pioneering job of creating a Television department at Stephens College, Columbia, Mo. Prof. Aarnes has been head of Radio for sometime but now expands to include television.

The 1951 N. F. L. National Convention is being scheduled for California. Pepperdine College has invited the organization to use its campus and buildings. The NFL convention has been held once in California, Beverly Hills High School being host several years ago in what we now designate as those good old pre-war days.

At the annual meeting of the New England Speech Association a special meeting of New England debate coaches was called by the General Forensic Committee. Out of that meeting came a new organization, The New England Forensic Conference. Officers of the NEFC are: Austin J. Freeley, Boston University, President; John Crawford, Wesleyan University, Vice-President; Albert Thayer, Bowdoin, Secretary-Treasurer.

Did you know that 32 U.S. administrations in 156 years spent \$179 billion; our present administration in the last five years has spent more than \$191 billion? We have two alternatives ahead of us—skyrocket the national income or bankruptcy—we choose.



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